

DOCUMENT RESUME

ED 169 460

CG 013 470

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 TITLE A Study to Develop and Evaluate a Competency-Based Introductory Counseling Course for a Bible College.
 PUB DATE Oct 78
 NOTE 172p.; Ed.D., Nova University
 EDRS PRICE MF01/PC07 Plus Postage.
 DESCRIPTORS *Church Related Colleges; College Students; Correctional Rehabilitation; *Counselor Training; Higher Education; Methods Courses; *Performance Based Education; Role Playing; *Skill Development; Student Needs

ABSTRACT

A competency-based introductory counseling course, including demonstrations of model counseling, student role-play counseling, information about prisoners, and a counseling practicum using prisoners as a client population, was developed for Roanoke Bible College. Research was then conducted to evaluate the course materials. Findings led to the conclusions that: (1) competency-based instruction was achievable at Roanoke; (2) competencies for an introductory counseling course were identifiable in measurable terms and were achieved; (3) competency-based instruction leading to mastery learning did result in a sound educational approach to teaching counseling to Bible college students; and (4) student-requested needs for more information about prisoners, for demonstrations of model counseling, and for classroom time for role play were met in the new syllabus. A complete syllabus of the course is included in the appendix, including a list of 14 course competencies, a table showing the key to be used in assigning student grades, six individualized competency-based units, and an extensive bibliography. (Author)

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A Study to Develop and Evaluate a Competency-Based Introductory
Counseling Course for a Bible College

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A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1978

GG013470

ACKNOWLEDGEMENTS

Gratitude for their guidance is offered members of my MARP committee: Dr. William A. Robbins, my major advisor, Dr. Richard E. Wilson, Cluster Coordinator, and Dr. Eugene E. DuBois, Nova Central Staff Member.

Appreciation is offered President George W. BonDurant, other administrators, faculty, and staff of Roanoke Bible College for support and encouragement. Special indebtedness for their critical reading of the manuscript is acknowledged to ad hoc committee members William A. Griffin, Melissa I. Lewis, and Terry W. Schultz. Typists Angel McCormic and Jeanne Langley made significant contributions to the success of my Nova program. Students enrolled in my counseling courses deserve special thanks for their cooperation in this investigation.

For their patience and understanding during this project, I express thanks to my children, Cindy and Doug. To my dear wife, Dorothy, for extraordinary patience and understanding, I offer my deepest love and gratitude, and my commitment to help revive several dormant handy man projects around the house.

Abstract of a Major Applied Research Project Presented to
Nova University in Partial Fulfillment of the Requirements for the
Degree of Doctor of Education

A STUDY TO DEVELOP AND EVALUATE A COMPETENCY-BASED
INTRODUCTORY COUNSELING COURSE
FOR A BIBLE COLLEGE

by

Melvin D. Styons

October, 1978

A study was conducted to develop and evaluate a competency-based introductory counseling course at Roanoke Bible College that included student-requested demonstrations of model counseling, student role-play counseling, and information about prisoners, with whom a subsequent counseling practicum is held. This study sought to determine the effects of incorporating mastery and individualized instruction strategies upon an introductory counseling course. It also sought to determine if competencies for the course could be both identified in measurable terms and could be achieved.

Using the competency-based instructional paradigm of Roueche, Herrscher, and Baker for this developmental research project, six individualized units were written. Included among those units are units of basic counseling techniques with demonstrations of model counseling and student role-play counseling, a "Counseling with Prisoners" unit for the 83 percent of the students who subsequently

counsel prisoners in a practicum, and a "Counseling Readiness" unit for the other students. The new syllabus includes a list of 14 course competencies, the evaluation key for assigning student grades, a class agenda sheet with discussion topics and correlated reading assignments, an extensive bibliography, and the six core units.

Nine second-semester Roanoke Bible College juniors, desiring to begin the introductory counseling course early, served as subjects for one of the two foundational individualized units, and six second-semester juniors served as subjects for the other unit. Subjects for the remaining four units came from the 25 students in the 1978 spring semester counseling practicum.

It was found that while there was an average of 3 percent of the students showing mastery of the individualized units on the pre-assessments, there was a 95 percent mastery following the learning activities, therefore exceeding the pre-set 75 percent minimum level of acceptability. On a ten-point scale a panel of three counseling authorities rated the new syllabus produced by this study with a 9.33 rating, well above the pre-set 6.00 acceptability level. Students rated components of the individualized units on the revision sheets accompanying the units with 1050 favorable responses out of a possible 1079 responses, or a 97 percent favorable response.

The findings of the study led to the conclusions that (1) such an innovation as competency-based instruction was achievable at Roanoke, (2) competencies for an introductory counseling course

were identified in measurable terms and were achieved, (3) competency-based instruction leading to mastery learning did result in a sound educational approach to teach counseling to Bible college students, and (4) student-requested needs for more information about prisoners, for demonstrations of model counseling, and for classroom time for role-play counseling were met in the new syllabus.

As a result of this study it was recommended that (1) each year some students be encouraged to begin the introductory counseling course in advance of the fall semester of their senior year, (2) those students beginning the introductory course early also be provided the opportunity to commence the practicum course early, (3) further study be conducted to determine revisions needed in the counseling practicum, (4) consideration be given to developing and evaluating other individualized units for either of the counseling courses, (5) a unit of study be developed with reference to each aggregate of people with whom subsequent practicums will be served, (6) consideration be given to possibility of recording counseling class discussions and lectures in order to further study the possible inclusion of the material in additional individualized units, (7) a study be conducted concerning the possibility of offering some or all of the course to church leaders in clusters away from the campus, (8) the total course be evaluated at the conclusion of the 1978 fall semester, and (9) a copy of this report be made available to personnel of the American Association of Bible College.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
Chapter	
1. INTRODUCTION	1
BACKGROUND AND SIGNIFICANCE	2
Context of the Problem	2
Significance to the Institution	3
Statement of the Problem	5
Proposed Outcomes	8
DEFINITION OF TERMS	10
Bible College	10
Counseling	10
Criterion-referenced Test	11
Formative Evaluation	11
Major Applied Research Project (MARF)	11
Microtraining	12

Summative Evaluation	12
ASSUMPTIONS AND LIMITATIONS	12
2. REVIEW OF RELATED LITERATURE	15
MASTERY LEARNING	15
COMPETENCY-BASED INSTRUCTION	20
INDIVIDUALIZED INSTRUCTION	23
PERSONALIZED SYSTEM OF INSTRUCTION	27
HERRSCHER SYSTEMS APPROACH	28
MODELS FOR TEACHING BASIC COUNSELING SKILLS	30
RESULTS OF RELATED RESEARCH	31
SUMMARY	36
3. PROCEDURES AND METHODOLOGY	38
SUBJECTS	39
PROCEDURES	40
Phase 1: Analysis of Course Requirements	41
Phase 2: The Development of Objectives	44
Phase 3: Preparation of Instruction	44
Phase 4: Presentation of Instruction	47
Phase 5: Evaluation and Validation	47
4. FINDINGS	54
THE PRODUCT	54
THE FINDINGS	55
Unit-Level Mastery at Pre-Assessment and Post-Assessment	55

Students Report Units Helpful	58
Student Satisfaction with New Course	62
Panel of Authorities Report	62
Revision Results	65
Summary of Findings	66
5. SUMMARY AND CONCLUSIONS	67
CONCLUSIONS BASED UPON FINDINGS	67
IMPLICATIONS	69
Implications for Students	70
Implications for the Teacher of the Course	70
Implications for Other Teachers	72
Implications for Other Colleges	73
RECOMMENDATIONS	74
STRATEGIES	76
BIBLIOGRAPHY	78
APPENDIXES	
A. STATEMENT FROM ACADEMIC DEAN	82
B. STATEMENT FROM REPRESENTATIVES OF THE CLASS OF 1977	83
C. PANEL OF AUTHORITIES EVALUATION FORM	84
D. COURSE SYLLABUS	85
SIGNATURE PAGE	162

LIST OF TABLES

Table	Page
1. Students Showing Mastery of Individualized Units at Pre-Assessment Time Compared with Those Showing Mastery on Post-Assessment	57
2. "Yes" Responses on Unit Revision Sheets Compared with Possible "Yes" Responses	59
3. Reported Satisfaction with Knowledge and Ability to Show Acceptance both Before and After Unit 4 Learning Activities	61
4. Reported Satisfaction with Knowledge of Prison System, Prison Life, and Needs of Prisoners Before and After Unit 5 Learning Activities	63
5. Counseling Practicum Students Compare New Course with Old Course	64

Chapter 1

INTRODUCTION

Growing demand for accountability has resulted in innovative concepts at all levels of education. In a statement concerning those innovative concepts, Roueche, Herrscher, and Baker wrote that "perhaps the most important of these is the concept of competency-based instruction."¹ In a wide range of educational institutions covering diverse subject areas, great claims have been made for competency-based instruction.² In counseling education individual courses and whole degree programs now employ competency-based approaches.³ As a part of this movement toward competency-based

¹John E. Roueche, Barton R. Herrscher, and George A. Baker, Time as the Variable, Achievement as the Constant: Competency-Based Instruction in the Community College, Horizons Issues Monograph Series (Washington: American Association of Community and Junior Colleges, 1976), p. 4.

²Dwight F. Decker, Teaching to Achieve Learning Mastery by Using Retesting Techniques, U. S., Educational Resources Information Center, ERIC Document ED 133 022, 1976, p. 9.

³Edward Fuller, Implementing Competency-Based Counselor Preparation: A Resource Manual. Phototype No. 1, U. S. Educational Resources Information Center, ERIC Document ED 128 754, 1973, p. 6; Marisal R. Gavilan and Colleen Ryan, Development, Implementation and Evaluation of a Competency-Based Program in Counselor Education, U. S., Educational Resources Information Center, ERIC Document ED 146 503, 1977, pp. 1-11.

teaching, a new counseling course was developed and evaluated at Roanoke Bible College, Elizabeth City, North Carolina. This report describes the applied research project which resulted in the development and evaluation of a competency-based introductory counseling course for a four-year Bible college.

Background and Significance

The importance of this applied research project for Roanoke Bible College can be seen in the background information.

Context of the Problem

Since such great claims had been made for competency-based instruction leading to mastery learning in other areas, it was asked if the mastery learning approach could offer the possibility for significant results in an introductory counseling course in a Bible college. Would a competency-based learning approach result in mastery of predetermined competencies in the introductory counseling course offered seniors in a four-year Bible college? Could mastery and individualized instruction strategies be used to help restructure a counseling course to include new activities requested by students and former students? Often accompanying mastery learning is individualized learning, which may be achieved outside of the classroom. The outside-of-the-classroom factor opened up the possibility of making available classroom time for new activities needed by the students.

Significance to the Institution

Students and former students of Roanoke Bible College had expressed the need for including several additional activities in the introductory counseling course, activities requiring classroom time not available as the course was traditionally structured. Educators have long known that "role playing can be an effective technique for inducing change."⁴ In response to a 1977 fall semester administration of the "Student Evaluation of Faculty and Instruction" form at Roanoke Bible College, a request was made for additional class time devoted to role-play simulations. Students enrolled in the 1977 spring counseling practicum class suggested that subsequent practicum classes be given greater opportunity during the prerequisite introductory counseling course to observe model counseling, and to have an exposure to information about prisons and prisoners, anticipating their practicum at the state prison (Appendixes A and B).

As previously structured, there was not enough time in the introductory counseling course at Roanoke Bible College to provide for these activities. In order to include the student-requested demonstrations of model counseling, student role-play counseling, and more information about prisoners, significant restructuring was

⁴Robert J. Kibler and others, Objectives for Instruction and Evaluation (Boston: Allyn and Bacon, 1974), p. 81.

needed in the introductory counseling course. Since there were student-felt needs for such major changes in the course and since great claims were being made for competency-based instruction as a methodology for restructuring traditional programs, it was reasoned that the need existed for the development and evaluation of a comprehensive, competency-based introductory counseling course for a Bible college, which would include demonstrations of model counseling, student role-play counseling, and information about prisoners.

In anticipation of the Major Applied Research Project (MARP) a preliminary investigation was conducted during the 1977 fall semester to determine if an alternate approach to background reading, using less class time than in the traditional approach, was as effective as the method traditionally used at Roanoke Bible College. A highly significant amount of time, perhaps one-third of the class time, had been devoted to students' orally reporting on outside reading and to class discussions concerning outside readings. The results of the study provided some evidence indicating that an approach using mastery and individualized instruction techniques in a literature review phase of an introductory counseling course saved class time and was as effective as a more traditional approach to learning.⁵ As

⁵Melvin D. Styons, "An Approach to Counseling Literature Which Uses Less Class Time Compared with a Traditional Approach" (unpublished practicum, Nova University, 1977).

a result of that study it was suggested by the teacher of the class, who is also this researcher, that there might be additional ways to provide for more classroom time both for demonstrations of model counseling and for role-play counseling. With the evidence indicating that students using the modified mastery approach to background counseling literature learn no less than students using the traditional approach, it was asked whether there were other classroom activities that needed to be changed to free additional time for role-play counseling or demonstrations of model counseling by experienced counselors. It was also asked if there were other important gaps in the program that needed attention. These questions led the researcher to ask if it would be better to plan a completely new course designed according to mastery learning rather than to revise the existing course?

Statement of the Problem

Was it possible to plan a strategy to develop an effective competency-based Bible college introductory counseling course that would especially include those activities that contribute to the achievement of the instructional objectives? Was it possible to establish measurable, observable competencies appropriate for the introductory counseling course for a four-year Bible college and to develop a course of study that would result in student mastery of

those competencies? A statement of the problem is as follows:

the purpose of this study was to develop and evaluate a competency-based introductory counseling course for a four-year Bible college.

There were several critical issues pertaining to this project of developing and evaluating a competency-based introductory counseling course for a four-year Bible college. The two primary thrusts of the project were to develop and to evaluate the new course of study.

To delineate the issues more specifically, a statement was formulated to explain what the project was not designed to achieve. It was not the purpose of the project to develop and evaluate a graduate-level introductory counseling course. No attempt was made to include in the new course of study all of the background reading in counseling theory usually found in introductory counseling courses in graduate schools. Although it was anticipated that attention would be given to role-play simulated counseling exercises in an effort to teach students how to reflect feeling of a counselee, how to show acceptance, and how to use other basic techniques, no attempt was made to make the course into a counseling practicum. The course was designed to provide a background for the approximately 83 percent of the students who subsequently take the counseling practicum and the 17 percent who do not. Furthermore, it was not the purpose of this investigation to revise an existing course, although it was acknowledged that most

likely there would be elements of the traditional course included in the new course of study.

In identifying the elements worth including in the new course, attention was given to identify those particular phases of the old counseling course at Roanoke Bible College which needed to be retained. What needed to be deleted? What needed to be altered and how did it need to be altered? Since the traditional course was not designed according to competency-based instruction, it was expected that elements which contributed to the old course of study might not add anything to the competencies specified for the new course. Since the approach and the content of the new course differ so much from the old approach this project was not considered a strategy to revise the old course, but a strategy to develop and evaluate a new course of study.

At the beginning of this investigation the question was confronted as to what extent the units of study in the new course would be written according to a self-pacing, individualized self-instructional model? The study required a review of the literature related to competency-based instruction leading to mastery and further required that a significant part of the course be designed to incorporate individualized instruction.

There were other concerns associated with this project. Among them was the question of why use a self-pacing approach

rather than a more traditional one. Could the new course of study be implemented? Could it be implemented in the pastoral counseling training context of a Bible college? To what extent would it be possible to generalize from the results of this project to other Bible colleges? Could competencies for the course be identified in measurable terms? Could the individualized, self-pacing units be so designed that they would make possible the achievement of measurable competencies? Would the students report satisfaction with this approach to counseling? Now that this project has been completed, it is more possible to develop satisfactory answers to these issues.

Proposed Outcomes

The project was proposed to achieve several very important outcomes. It was proposed that upon the completion of the project:

1. Students would be able to identify and use certain basic counseling techniques. Greater amounts of time provided for observing demonstrations of model counseling and for student role-play counseling situations would be experienced.

2. The 83 percent of the students in the introductory counseling who subsequently enroll in the counseling practicum course would be better prepared for the practicum than they had been in the past. In addition to the benefit of observing more model counseling and experiencing more role-play counseling under supervision, they would have the benefit of a proposed unit designed to acquaint students

with the nature of the prison system, prison life, and special needs of prisoners.

3. The high degree of self-pacing, individualized nature of the course of study would make possible greater flexibility in scheduling when the course could be taught. Students would be able to begin the course at other times than during the fall semester.

4. Consequently, the practicum course, which has the introductory counseling course as a prerequisite, could be taken by students earlier than the spring semester of their senior year.

5. The previously stated fact would mean that counselors would be available to counsel the prisoners at other times than during the spring semester. Since most of the students serve their practicum at the Maple Unit of the North Carolina State Prison System and since the prisoners need the counseling services of the college students on a year-round basis, it would be advantageous for the practicum to be in progress at the prison at other times than during the spring semester.

6. The flexibility-of-time factor would better fit personal schedules and plans of students. Some students may elect to take the course, or part of it, during the summer when no other classes are offered at the college.

7. The self-pacing, self-instructional nature of the introductory counseling course with less classroom time required of the

teacher would make it easier to offer the course at a location some distance from the campus.

Definition of Terms

Since such terms as mastery learning (learning for mastery), competency-based instruction, individualized instruction, Personalized System of Instruction (PSI), and Herrscher's systems approach are explained in Chapter 2, no effort is given here to define them. Certain other terms are defined.

Bible College

The Bible college today, as described in this report, is a four-year postsecondary institution offering degrees with majors in Biblical and church-vocational fields. Bible college education includes the three subject areas of general education, Biblical education, and professional education. The American Association of Bible Colleges, a member of the Council on Postsecondary Accreditation, is the accrediting association for Bible colleges.

Counseling

Counseling is a personal, face-to-face relationship usually between no more than two people, with one person providing a helping relationship for the other. A definition of church-related counseling is pertinent to this study since most of the students enrolled in counseling classes in Bible colleges are being educated for church-

related vocations. Church-related counseling by a church leader or practitioner is a face-to-face process in which the Biblical and psychological training and other experiences of the counselor enable him to provide a helping relationship for a counselee, whether a member of the church or not, to better understand himself and his situation, and therefore initiate a course of action satisfying to himself and consistent with Christian values.

Criterion-referenced Test

A criterion-referenced test is a type of test based upon preselected criteria of student competence. It measures the student performance specified in the performance objective.

Formative Evaluation

Formative evaluation as used for this project is a type of assessment that measures a small segment of the learning activities of a unit or course of study, providing convergent and divergent feedback as a part of the on-going learning process. Formative evaluation, not usually connected with assignment of grades, allows both students and instructors knowledge of progress so that appropriate remediation and/or revision can be planned.

Major Applied Research Project (MARP)

The MARP is the major activity of the final year performed by students enrolled in the Center for Higher Education of Nova

University in partial fulfillment for the degree of Doctor of Education. This particular MARP consists of a study which resulted in the development and evaluation of a product, an introductory counseling course.

Microtraining

Microtraining is a process whereby one easily identified, behavioral skill is demonstrated to the student, and practiced by the student in a brief period of time until the skill is developed.

Summative Evaluation

Summative evaluation as used for this project is that assessment conducted at the end of a unit or course of study that provides information concerning whether the performance objectives have been mastered. It is often used to assign grades or grant certification.

Assumptions and Limitations

In order to obtain ideas concerning format and topics to cover for the new syllabus, the assumption was made that requests for such information from 20 Bible colleges would be sufficient. It was assumed that the colleges contacted were reasonably well representative of all colleges able to contribute helpful ideas for this project. It was assumed that the students selected for this research

represent a fair sampling of all students taking introductory counseling at the college.

This study was limited by the fact that only two classes were used as subjects in evaluating the product. Since the results of this investigation will have significant input into how future classes of introductory counseling students will be taught, it would have been desirable for more students to have had hands-on experience with the product. However, it is to be remembered that the very nature of the individual units of study is such that each subsequent group of students using the course will have opportunity to provide input into an on-going evaluative and revision process.

This study was not the type of control study in which all of the new units were taken by the same group of students. Two of the individualized units included in the new course of study were taken by Roanoke Bible College students commencing the introductory counseling course during the second semester of their junior year. The remaining four units were taken by students enrolled in the practicum class.

Although most of the individualized learning units included in the course syllabus for the new course will be appropriate for use in other Bible colleges in introductory counseling courses, at least one unit, the one designed to prepare students for a counseling practicum at the local prison, was individualized to a particular geographical location.

Since the syllabus developed and evaluated in this project defines counseling in the context of church-related counseling, significant adaptation will be necessary before the syllabus can be used in a counseling course taught in a situation where the goals of the course are different. The level of instruction was planned for undergraduate church-vocational majors.

Chapter 2

REVIEW OF RELATED LITERATURE

Since this applied research project was performed in order to develop and evaluate a competency-based introductory counseling course leading to mastery learning, learning for mastery and several closely-related foundational areas were examined in this investigation.

Mastery Learning

In the 1920s Carleton Washburne and Henry C. Morrison were connecting learning with the mastery of objectives. Well-organized learning units were given to students and tests were administered to determine if the objectives were being achieved. Remedial instruction was available. Learning for mastery strategies were popular in the 1930s, but they were generally ignored around the middle of the century.¹ In 1963 John B. Carroll revived interest in learning for mastery when, in his "A Model of School Learning," he explained that the amount of learning taking place is

¹Robert F. Biehler, Psychology Applied to Teaching (3d ed.; Atlanta: Houghton Mifflin, 1978), pp. 696-714.

the result of the time allowed for learning, perseverance, aptitude, quality of instruction, and the ability to understand instruction. He saw it as the responsibility of the teacher to provide better instructions and more time for the less able students.² Benjamin Bloom, impressed by the Carroll model of school learning, declared that the more traditional approach to teaching, which assumed that only a third of all students would be adequate learners, contributed to a disastrous self-fulfilling prophecy. Bloom, believing that "most students (perhaps over 90 percent) can master what we have to teach them," advocated the use of better materials and methods.³

Books on instructional objectives with emphasis upon observable terminal behavior have made a major contribution to learning for mastery. Mastery is dependent upon observable, measurable performance objectives as criteria by which mastery is determined. Bloom, following the biological taxonomies model, classified instructional objectives into cognitive, affective, and

² John B. Carroll, "A Model of School Learning," Teachers College Record, 64:723-33, 1963.

³ Biehler, pp. 548-49; James H. Block, "From Mastery Learning: Theory and Practice," Psychology Applied to Teaching: Selected Readings, ed. Robert F. Biehler (Atlanta: Houghton Mifflin, 1972), pp. 420-29.

psychomotor domains.⁴ Mager,⁵ Gronlund,⁶ and Cohen,⁷ whose books on instructional objectives complement the taxonomy of educational objectives by Bloom, gave specific instructions and examples of measurable instructional objectives. Biehler suggested the use of either the three domains of instructional objectives by Bloom or the conditions of learning by Gagne⁸ as an organizational framework for classifying the objectives used in a mastery learning approach.⁹

Properly written performance objectives, which allow students to be well informed regarding the requirements of a course, also provide them with criteria by which they can measure their progress. While educators admit the impossibility of translating

⁴Benjamin S. Bloom, ed., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay, 1974), pp. 1-7.

⁵Robert F. Mager, Preparing Instructional Objectives (2d ed.; Belmont, Calif.: Fearon, 1975); _____, Goal Analysis (Belmont: Fearon, 1972); _____, Measuring Instructional Intent; or, Got a Match? (Belmont: Fearon, 1973).

⁶Norman E. Gronlund, Stating Behavioral Objectives for Classroom Instruction (New York: Macmillan, 1972).

⁷Arthur M. Cohen, Objectives for College Courses (Beverly Hills: Glencoe, 1970).

⁸Robert M. Gagne, The Conditions of Learning, (2d ed.; New York: Holt, Rinehart and Winston, 1970).

⁹Biehler, Psychology Applied to Teaching, p. 698.

all desirable learning in terms of behavioral objectives, the need has been expressed to communicate as clearly as possible the goals of each course of study. The performance objective has been called "the most efficient and operationally sound vehicle for doing this." ¹⁰

The criteria for mastery have been listed as follows:

(1) What is mastered is retained; (2) what is mastered is used as a stepping stone to higher work; (3) a student can use what is mastered in situations where the knowledge is appropriate; and (4) a student gains a sense of gratification from knowing that he has mastered something. ¹¹

Advocates of mastery learning have expressed agreement with the basic assumption behind conventional education that in situations with normal distributions of students with respect to aptitude for a given subject, and assuming all of the students are provided equal quality and quantity of instruction and time, measures of achievement will be normally distributed. However, the special claim for mastery learning is that given the same normal distribution of students with respect to aptitude, and by properly modifying the

¹⁰Eldon J. Ullmer, "Instructional Development in Higher Education: Basic Premises of a Learner Centered Approach," The Educational Technology Reviews Series, Individualizing Instruction, No. 5 (Englewood Cliffs: Educational Technology, 1973), p. 41.

¹¹William M. Bechtol, Individualized Instruction and Keeping Your Sanity (Chicago: Follett Publishing, 1973), pp. 6-7.

kind and quality of instruction according to individual needs and by allowing all the time needed for learning, measures of achievement will not be normally distributed. Advocates of mastery learning predict far superior results. They promise that most of the students will achieve mastery.¹² In the absolute, learning for mastery is a concept used by educators to describe the principle advanced by Carroll that, given enough time, any student can obtain mastery of any learning task.

In pure learning for mastery each student is allowed to spend as much time as is needed to master content before the new material is presented. Kibler stated that the pure mastery approach is impractical for most educational systems because the school calendar does not permit students to spend as much time as they may need. He suggests the modified approach to mastery, which places limits on both the amount of time provided for students to achieve mastery of instructional objectives and the number of opportunities provided for students to achieve mastery.¹³ It is this modified approach to mastery that was used in this project.

¹²Benjamin S. Bloom, J. Thomas Hastings, and George F. Madaus, eds., "Learning for Mastery," Handbook on Formative and Summative Evaluation of Student Learning (New York: McGraw-Hill, 1971), p. 45.

¹³Robert J. Kibler and others, Objectives for Instruction and Evaluation (Boston: Allyn and Bacon, 1974), pp. 135-37.

Competency-Based Instruction

As an educational concept, competency-based instruction implies that identifiable competencies are set before instruction occurs, that learning activities are selected on the basis of how well they aid in achieving those competencies, and that the terminal competencies for a course of study are those competencies that constitute entry level to the next course of study or to employment.

Competency-based instruction has been explained as

a handy model for making use of instructional objectives to develop your own program. It is possible to take a text, a series of books, a local and/or a national curriculum; and, by weaving a web of these materials with the glue of instructional objectives and your own and your students' ideals and desires, arrive at a program that suits your needs and those of your students--each one of your students.¹⁴

Nagel and Richman have stated four axioms explaining and defending competency-based instruction, which are as follows:

Axiom 1

In traditional programs
Time is held constant while achievement varies.
While in a competency-based program
Achievement is held constant while time varies.

Axiom 2

Traditional programs place greatest weight
On entrance requirements,

¹⁴ Thomas S. Nagel and Paul T. Richman, Competency-Based Instruction: A Strategy to Eliminate Failure (Columbus: Charles E. Merrill, 1972), p. 1.

While competency-based programs place greatest stress
On exit requirements.

Axiom 3

If you want somebody to learn something,
For heaven's sake tell him what it is!

Axiom 5

Competency-Based Instruction equals
Criterion-Referenced Instruction plus
Personalization of Instruction.¹⁵

Unlike the conventional approach to education in which there is the assumption that the teacher or the text will be used to disseminate knowledge beamed toward the average student, competency-based instruction is based upon the assumption that the individual student will take the responsibility to initiate the learning and the teacher will serve as a resource person. In contrast to the competition between students often found in conventional education, the student competes with himself in competency-based education. By making it possible for a student to know what competencies must be achieved, what his entry level of performance is, and what his daily progress is in the process of developing those competencies, he sets up goals for himself. Advocates of competency-based instruction claim that this allows for more intra-personal competition than is typically found in the

¹⁵Nagel, pp. 4-57.

conventional approach toward education and therefore results in greater motivation to learn.¹⁶

Bernstein and Lecomte proposed a competency-based counselor education model which would be developed by selecting from the wide repertoire of counseling methodologies those specific approaches best suited to facilitate well-defined counseling objectives. In that context they said that

while didactic techniques may be most suitable for enhancing the learning of counseling theories, a large number of methodologies are available for skills training. In the skills area, training packages or techniques are selected in relation to their differential effectiveness in helping students meet particular competencies defined according to one of the counseling target areas.¹⁷

Bernstein and Lecomte emphasized that their model for competency-based counselor education included well-defined behavioral objectives introduced to the student at the beginning of the training.¹⁸

Competency-based instruction is so closely related to mastery learning that educators often make no distinction between the two. Roueche, Herrscher, and Baker link the two together with

¹⁶Jon I. Young and Adrian P. Van Mondfrans, "Psychological Implications of Competency-Based Education," Competency-Based Education: An Introduction, eds. R. W. Burns and J. L. Klingstedt (Englewood Cliffs: Educational Technology, 1972), pp. 20-23.

¹⁷Bianca L. Bernstein and Conrad Lecomte, "An Integrative Competency-Based Counselor Education Model," Counselor Education and Supervision, 15:32, September, 1976.

¹⁸Bernstein, p. 33.

the phrase "competency-based instruction leading to mastery learning."¹⁹ However, in their glossary the two are separately identified. Competency-based instruction is described as

Instruction that requires students to demonstrate in the classroom the kinds of skills, knowledges, and other abilities that are likely to be required of him at some later time: in a later course, or on the job following graduation.²⁰

and mastery learning is described as

An educational concept that states that given sufficient time and appropriate instruction, nearly all students assigned to a course can learn nearly all the tasks included in the instructional program.²¹

Individualized Instruction

A related background area profitable for investigation in connection with this study was individualized instruction. It is of importance to this project because it is the methodology used in certain of the units of study for the new introductory counseling course. The close association between learning for mastery and

¹⁹John E. Roueche, Barton R. Herrscher, and George A. Baker, Time As the Variable, Achievement As the Constant: Competency-Based Instruction in the Community College, Horizons Issues Monograph Series (Washington: American Association of Community and Junior Colleges, 1976), p. 34.

²⁰Roueche, Herrscher, and Baker, p. 43.

²¹Roueche, Herrscher, and Baker, p. 44.

individualized instruction is apparent by the inclusion of Bloom's paper on "Learning for Mastery" as the first chapter in Mohan and Hull's book titled Individualized Instruction and Learning.²² Bechtol says that "the concept of mastery may be the key to the movement toward individualized instruction."²³ Roueche, Herrscher, and Baker suggested that an instructor could begin a competency-based instruction program with individualized instruction packages. Individual projects, small-group discussions, tutoring, and field trips could be included among the learning activities.²⁴

Wittich and Schuller describe individualized instruction as "learning experiences specifically designed for individual students on the basis of diagnostic procedures employed to determine individual interests and needs."²⁵ The learning experiences are planned with awareness of various kinds of individual differences and with awareness of common characteristics and needs of students. As desirable as it may be for separate learning activities to be specifically designed for each student, the impracticality of such a

²²Madan Mohan and Ronald E. Hull, eds., Individualized Instruction and Learning (Chicago: Nelson-Hall Company, 1974), pp. 5-31.

²³Bechtol, pp. 6-7.

²⁴Roueche, Herrscher, and Baker, pp. 15-16.

²⁵Walter A. Wittich and Charles F. Shuller, Instructional Technology: Its Nature and Use (5th ed.; New York: Harper and Row, 1973), p. 604.

highly individualized approach compels educators to write learning units which are appropriate for use with many students and still adaptable to individual characteristics and needs.²⁶ Once the learning experiences are planned, they "are largely self-directed, self-administered, and, within broad limits, self-scheduled according to the interests and convenience of the learner."²⁷

In order to institute an individualized instructional program Esbensen recommended that an imaginative teacher committed to the new educational venture be selected, and that the teacher be provided with adequate funding and the know-how essential to conduct the program. He advised that all new personnel involved in the program be provided with in-service training. Esbensen also stressed the importance of generating performance objectives expressed in observable and measurable language.²⁸

Speaking in a context of public school teaching, Musgrave concluded that while "total, absolute individualization is neither

²⁶Wittich, p. 599.

²⁷Wittich, pp. 604-5.

²⁸Thorwald Esbensen, Working with Individualized Instruction: The Duluth Experience (Belmont: Fearon, 1968), pp. 2-3.

possible nor desirable." still educators should try to achieve as much individualization as possible.²⁹

Smith and Smith approached individualized instruction by suggesting 16 criteria by which to assess a particular program.

Presented in the form of questions, they are as follows:

1. Are the instructional objectives of the material clearly stated?
2. Is there agreement between the objectives and information presented?
3. Are evaluation forms available to test the effectiveness of the material?
4. Is the intended audience identified?
5. Is a student guide provided?
6. Is an instructor's guide provided?
7. Does the material permit the student to progress at his own rate?
8. Does the material include a means for the student's assessment of his own learning?
9. Will the material affect attitudes and values?
10. Are appropriate reinforcements of important points provided?
11. Is the material logically organized?
12. Does the material provide for student readiness?
13. Does the material guide the student to further learning?
14. Is the material presented in an interesting manner?
15. For what course would the material be appropriate?
16. Should this material be purchased?³⁰

In an effort to encourage the development and implementation of self-instructional modules for counselor training, Cormier and

²⁹G. Ray Musgrave, Individualized Instruction: Teaching Strategies Focusing on the Learner (Boston: Allyn and Bacon, 1975), pp. 98-99.

³⁰Joseph O. Smith and Imogene K. Smith, "Role of the Learning Resource Center in the Selection of Mediated Instructional Material," The Journal: Technological Horizons in Education, 4:5:21-4, May-June, 1977.

Cormier presented guidelines for developing and implementing self-instructional modules. They identified and explained the three basic components of a self-instructional module to consist of objectives, evaluation procedures, and learning activities.³¹ Striking similarities exist between mastery learning, competency-based instruction, and individualized instruction.

Personalized System of Instruction

Under the same umbrella with mastery and individualized, self-pacing activities, Ruskin places the Personalized System of Instruction (PSI), which was largely developed by Fred S. Keller and J. G. Sherman. Influences from Skinner's programming and the Brazilian personal individual interaction are found in the system. Of special importance to this research is the emphasis placed upon the use of student proctors, students who have successfully mastered the content and who assist others in mastering the material.³² The student proctors are frequently used to administer tests to individuals or to small groups of students, thus helping

³¹Louise S. Cormier and William H. Cormier, "Developing and Implementing Self-Instructional Modules for Counselor Training," Counselor Education and Supervision, 15:37-44, 1976.

³²Robert S. Ruskin, The Personalized System of Instruction: An Educational Alternative, U.S., Educational Resources Information Center, ERIC Document ED 093 256, November, 1974.

to facilitate immediate feedback of test results. The PSI method typically involves the use of relatively small self-pacing units of study in which the students must attain mastery to gain credit and/or permission to take more advanced units.³³

Herrscher Systems Approach

Since it was anticipated that the systems approach as conceptualized by Barton R. Herrscher would be the format used to teach the individualized units in the new counseling course, it was essential to study that approach. The systems approach is not to be confused with a teaching methodology. It is a systematic framework into which the lecture, discussion, audio-tutorial, or some other mode of teaching can fit. As early as 1935 Ralph Tyler was advocating a systems approach to instruction. Subsequent use by the military established the feasibility and effectiveness of the systems approach.

There are six logical steps in the Herrscher systems approach. They are as follows: rationale, objectives, pre-assessment, learning activities, post-assessment, and revision. In the rationale the teacher presents his explanation of the relevance

³³B. C. Goldwater and L. E. Acker, "Instructor-Paced, Mass-Testing for Mastery Performance in an Introductory Psychology Course," Teaching of Psychology, 2:4:152-155, December, 1975.

of the matter being studied. Students are informed concerning the purpose of the lesson. They are told why this lesson is important to them at this time. Objectives, the basic building blocks of each lesson, are written to describe the main intent or performance that students are expected to achieve. The pre-assessment, which precedes the learning activities, is based upon the objectives. It is a test designed to determine if the learners have the prerequisites to profit from the study and if the learners have already mastered what was listed as objectives. If the student has not mastered the prerequisites, appropriate remedial activities are recommended. If the objectives have been mastered, the student is directed beyond that level. The learning activities, which may include a variety of instructional techniques, are designed to help the student achieve the objectives. In the post-assessment, measurable evidence of student learning is gathered to determine if the instructional objectives have been achieved. In the revision step of the systems approach, care is taken to revise the unit of study until an effective teaching tool results.³⁴

³⁴ Barton R. Herrscher, "A Systematic Approach to Instruction," Toward Instructional Accountability, eds., John E. Roueche and Barton R. Herrscher (Palo Alto, California: Westinghouse Learning Corporation, 1973), pp. 16-20; Barton R. Herrscher, Implementing Individualized Instruction (Statesville, North Carolina: Mitchell College, 1971), pp. 1-31.

Since it served as the model by which the new counseling course was developed and evaluated, the model of competency-based instruction as conceptualized by Roueche, Herrscher, and Baker was extensively studied before the new course was developed. It is explained in the procedures and methodology chapter of this report (Chapter 3).

Models for Teaching Basic Counseling Skills

Of particular importance for this project are the models that have been developed for systematic improvement of foundational counseling skills. For instance, Egan designed a goal-directed, three-stage helping model, which he recommends for all who are in the helping professions. His model is of special importance for this project because of its strong emphasis upon the utilization of exercises to develop counseling skills. Based upon the work of Carkhuff and others advocating systematic skills-training in counseling, Egan presented a developmental model of helping and interpersonal relating. The model includes one pre-helping phase and three stages of helping and interpersonal relating. The goal of the helper during the pre-helping phase is attending. The goals of the helper in the three stages are responding, integrative understanding, and facilitative action. The goals of the client are self-exploration, dynamic self-understanding, and acting. Egan describes acting as

"living more effectively; learning the skills needed to live more effectively and handle the social-emotional dimensions of life; changing self-destructive and other-destructive patterns of living; developing new resources."³⁵ Accompanying his basic text in which he presents his model for systematic helping, Egan has prepared a workbook with exercises designed to help develop the foundational counseling skills and techniques of attending, concreteness, accurate empathy, genuineness and respect, self-disclosure, and confrontation.³⁶ In a somewhat similar book of exercises to the Egan manual, Kelly has designed a manual consisting of exercises to help facilitate basic counseling skills.³⁷

Results of Related Research

Block, writing only three years after the publication of the Bloom paper on mastery learning reported that

³⁵Gerard Egan, The Skilled Helper: A Model for Systematic Helping and Interpersonal Relating (Belmont: Wadsworth, 1975), p. 30.

³⁶Gerard Egan, Exercises in Helping Skills: A Training Manual to Accompany the Skilled Helper (Belmont: Wadsworth, 1975), pp. 1-108.

³⁷Eugene W. Kelly, Jr., Effective Interpersonal Communication: A Manual for Skill Development (Washington: University Press of America, 1978), pp. 1-132.

extensive mastery learning research has been carried out both here and abroad. Successful strategies have been easily and inexpensively implemented at all levels of education and in subjects ranging from arithmetic to philosophy to physics. Mastery approaches have been used for samples of up to 32,000 students and have been found to work equally well in classrooms with one teacher to 20 students or in those with one teacher to 70 students.

. . . In general, three-fourths of the students learning under mastery conditions have achieved to the same high standards as the top one-fourth learning under conventional, group-based instructional conditions. . . . Mastery learning students also have exhibited markedly greater interest in and attitude toward the subject learned compared to non-mastery learning students.³⁸

In a review of studies using mastery learning, Decker presented an impressive list showing a wide range of educational levels and subjects in which mastery-related techniques were reported to be successful.³⁹ Bedford and others reported the results of a study comparing 364 students in a contingency contract (mastery learning) approach in educational psychology with 123 students in lecture courses. Students were as successful in acquiring knowledge of vocabulary, principles, and concepts in the mastery learning classes as in the lecture-discussion classes.⁴⁰

³⁸James H. Block, ed., Mastery Learning: Theory and Practice (Atlanta: Holt, Rinehart and Winston, 1971), pp. 8-9.

³⁹Dwight F. Decker, Teaching to Achieve Learning Mastery by Using Retesting Techniques, U. S., Educational Resources Information Center, ERIC Document ED 133 022, 1976, p. 9.

⁴⁰C. M. Bedford and others, Contingency Contract Teaching (Mastery Learning) in Introductory Educational Psychology, U. S., Educational Resources Information Center, ERIC Document ED 104 496, April, 1975.

In the Hapiewicz study, significantly better results were reported for students in educational psychology using mastery learning as compared with those using the traditional method.⁴¹ The Reynolds and Gentile study indicated an overwhelming preference for mastery learning assessment procedures over the traditional ones.⁴²

Educational psychologists are predicting growing acceptance of mastery learning. For instance, the statement has been made that "as more teachers experiment with this approach, there is a good chance that aspects of it will become virtually universal in our educational system."⁴³

A revision of the typical PSI approach was designed by Goldwater and Acker with the stated purpose of improving student performance in a program without proctor-assistance. Instructor-pacing and mass-testing were substituted for the self-pacing and individual-testing of the typical PSI approach. The "high performance demand" or mastery emphasis, and the "short assignment length"

⁴¹Walter G. Hapiewicz, Mastery Learning Options in Teaching Educational Psychology, U. S., Educational Resources Information Center, ERIC Document ED 060 065, April, 1972.

⁴²Carl H. Reynolds and J. Ronald Gentile, Performance under Traditional and Mastery Assessment Procedures in Relation to Students' Locus of Control: A Possible Aptitude by Treatment Interaction, U. S., Educational Resources Information Center, ERIC Document ED 103 357, 1975.

⁴³Thomas L. Good and Jere E. Brophy, "Mastery Learning," Educational Psychology: A Realistic Approach (Atlanta: Holt, Rinehart and Winston, 1977), pp. 231-3.

of the usual PSI approach, alleged by Goldwater and Acker to be strong aspects of PSI, were combined with instructor-pacing and mass-testing elements. Although they did not report research comparing the results of their revised PSI with typical PSI, they did study the difference between their instructor-paced, mass-testing for mastery performance approach with a more traditional approach to education. Using introductory psychology students as their subjects, there were significant benefits reported in favor of those following the Goldwater and Acker model. Among the benefits observed were higher scores on the final examination, higher semester grades, and retention of information nine months later.⁴⁴

Breland and Smith compared the cognitive and affective outcomes of PSI mastery programs with traditional instructions in introductory and educational psychology courses. There was an "absence of the teacher" factor in their study. They reported that the PSI students were at no disadvantage when compared with students in traditional classrooms who met with teachers.⁴⁵ Worley studied individualized methods of instruction at a community college and

⁴⁴Goldwater and Acker, pp. 152-55.

⁴⁵Nancy S. Breland and Marshall P. Smith, Cognitive and Affective Outcomes of PSI Mastery Programs as Compared to Traditional Instruction, U. S., Educational Resources Information Center, ERIC Document ED 108 985, 1975.

reported "no significant difference in student learning in traditional or individualized situations."⁴⁶

Although the evidence seems to favor self-paced modules over the lecture method in teaching counseling skills, the evidence has not always been conclusive. Cormier and others reported the results of two studies comparing the classroom lecture approach with a self-paced module approach. In the first study 42 graduate students beginning programs in counseling and rehabilitation were studied and in the second investigation students enrolled in four sections of counseling technique courses were examined. In the first investigation, the self-paced module group was reported to perform significantly better than the lecture group. However, the results of the second study indicated no significant differences between the two approaches.⁴⁷

Since this applied research project was designed to develop and evaluate an introductory counseling course to be used in a Bible college and since a variation of the microtraining teaching approach was included in order to teach certain basic counseling techniques, the research of Kriesel was found relevant. In the context of training in basic pastoral counseling skills, a comparison was made

⁴⁶William E. Worley, Independent-Individualized Instruction--Who Benefits? U. S., Educational Resources Information Center, ERIC Document ED 104 496, 1975.

⁴⁷William H. Cormier and others, "Effects of Learning Modules on the Acquisition of Counseling Strategies," Journal of Counseling Psychology, 23:2:136-41, March, 1976.

between a video-based microtraining method of imparting behavior skills and a skills practice approach. On the basis of that investigation, Kriesel concluded that there was "movement toward the greater effectiveness" of microtraining.⁴⁸ McMillan's reported success in using films of model counselors as a means of teaching counseling to theological students was significant information since the new course in introductory counseling includes demonstrations of model counseling.⁴⁹

Summary

The preceding literature review shows the relationship of competency-based instruction and mastery learning to several closely-related approaches to learning. The following conclusions are either stated, or may be inferred, from the review:

1. Learning for mastery strategies, dating back to the 1920s and 1930s, have been around long enough to have been tested.
2. Mastery Learning, as a result of the influence of Carroll and Bloom, has been widely used by educators in varying types of

⁴⁸H. Terry Kriesel, "Training in Basic Pastoral Counseling Skills: A Comparison of a Microtraining Approach with a Skills Approach," The Journal of Pastoral Care, 31:125-33, June, 1977.

⁴⁹G. Jarvis McMillan, "Video-Stimulated Recall in Pastoral Psychotherapy Training," The Journal of Pastoral Care, 27:263, December, 1974.

courses of study and institutions for the last 15 years, therefore allowing opportunity for extensive evaluation of the approach.

3. Performance objectives, the building blocks of competency-based instruction and related approaches to education, are widely accepted by educators as operationally sound teaching instruments.

4. Individualized instructional packages may be used successfully with competency-based instruction.

5. Mastery-related techniques have been found successful in a wide range of subjects and educational levels.

6. Counseling competencies can be taught by using individualized instructional exercises.

Chapter 3

PROCEDURES AND METHODOLOGY

In order to develop and evaluate a competency-based introductory counseling course for a Bible college, the competency-based instructional paradigm as conceptualized by Roueche, Herrscher, and Baker was used as the model for this developmental research project. The following list of identifiable factors found in that model served as a checklist for the development of the counseling course:

1. An analysis of course requirements must be based on inputs from several sources both within and outside the institution.
2. Performance objectives must be realistic conversions of observable behavior that would be visible in subsequent educational experience or in the world of work.
3. Students are informed in advance about the performance expectations of instructors so that learning is perceived as a cooperative rather than a competitive enterprise.
4. Standards of mastery are preselected, and an individual's achievement level is determined by how well he meets those standards.
5. A short diagnostic and progress test for each instructional sequence is employed to check progress and to improve the system.
6. Students must be given immediate feedback about their performance on diagnostic and progress tests in order to increase retention and transfer of learning.
7. Instructors must analyze diagnostic data for the purpose of providing feedback to students and improving instruction and not specifically in order to evaluate students.
8. Alternative learning experiences must be prescribed for those students who do not demonstrate mastery.¹

¹John E. Roueche, Barton R. Herrscher, and George A.

Subjects

Inasmuch as this study occurred in the winter and spring of 1978 and the next introductory counseling class at Roanoke Bible College was not scheduled until the 1978 fall semester, two logical groups available in early 1978 were asked to serve as subjects for implementing and evaluating the new individualized units which were being written for the competency-based course. Since the students in the 1978 spring counseling practicum had not studied the material included in four of the new units, those 25 students were the subjects in the investigation of those specific units. Based on a projected advantage of the new course that students would be permitted to begin the course in advance of the fall semester of their senior year, the research plan provided that no less than five second-semester juniors would begin the introductory counseling course early, thus serving as subjects in investigating the two foundational units. Nine second-semester juniors, who began the introductory counseling course early, completed Unit 1, and six second-semester juniors completed Unit 2. This approach provided opportunity for collecting data

Baker, Time as the Variable, Achievement as the Constant: Competency-Based Instruction in the Community College, Horizons Issues Monograph Series (Washington: American Association of Community and Junior Colleges, 1976), pp. 8-9.

indicating whether students are able to master the two foundational units before their senior year. The same students who took the pre-assessment and the learning activities for a particular unit also took the post-assessment for that unit.

The age range of subjects for this study was from 20 to 44 years old, with a mean of 25 and a mode average of 21. All participants were predominantly middle class, male, white, seniors or persons close to senior status, of rural background, members of the Church of Christ, and in training for church-related vocations. Typically, the men were ministering to congregations, or would soon minister to churches. All had earlier taken introductory psychology and most of the students had taken child psychology and educational psychology.

Procedures

In order to serve as advisors to this researcher/teacher in the development and evaluation of the new course, three of his colleagues on the faculty and staff of Roanoke Bible College were selected in January, 1978. Serving as members of this ad hoc committee were Dean of Students William A. Griffin, with 15 years of experience in college administration, teaching, and counseling; Director of Development Terry A. Schultz, with a graduate degree in counseling and six years experience as a resident minister performing church-related counseling; and English and journalism

teacher, Melissa Lewis, with both counseling and editorial experience. After reading the October, 1977 prospectus of this applied research project, all three agreed to serve on the committee. Subsequently, they read the proposal for the project and the individual units as they were developed. They read the material independently and submitted back to the researcher their marked copies with corrections, questions, and suggestions.

Procedures followed in order to develop and evaluate the syllabus for the introductory counseling course included the five phases of the model for developing competency-based instruction, schematically presented in Figure 1. The five phases are as follows:

Phase 1: Analysis of Course Requirements

The analysis of course requirements for the Bible college counseling course was based upon information gathered from sources both within and outside the college. Although the academic dean was away from the campus during the 1978 spring semester while the new course was actually written and evaluated, she was on campus and available as a consultant to the researcher while the proposal for this project was being prepared and had opportunity to provide input in the analysis of course requirements. Frequent conversations concerning the project occurred between the researcher and the president of the college, other administrators and faculty members, and students. These opportunities for informal discussions of the project were helpful in obtaining input from within the college for the analysis of

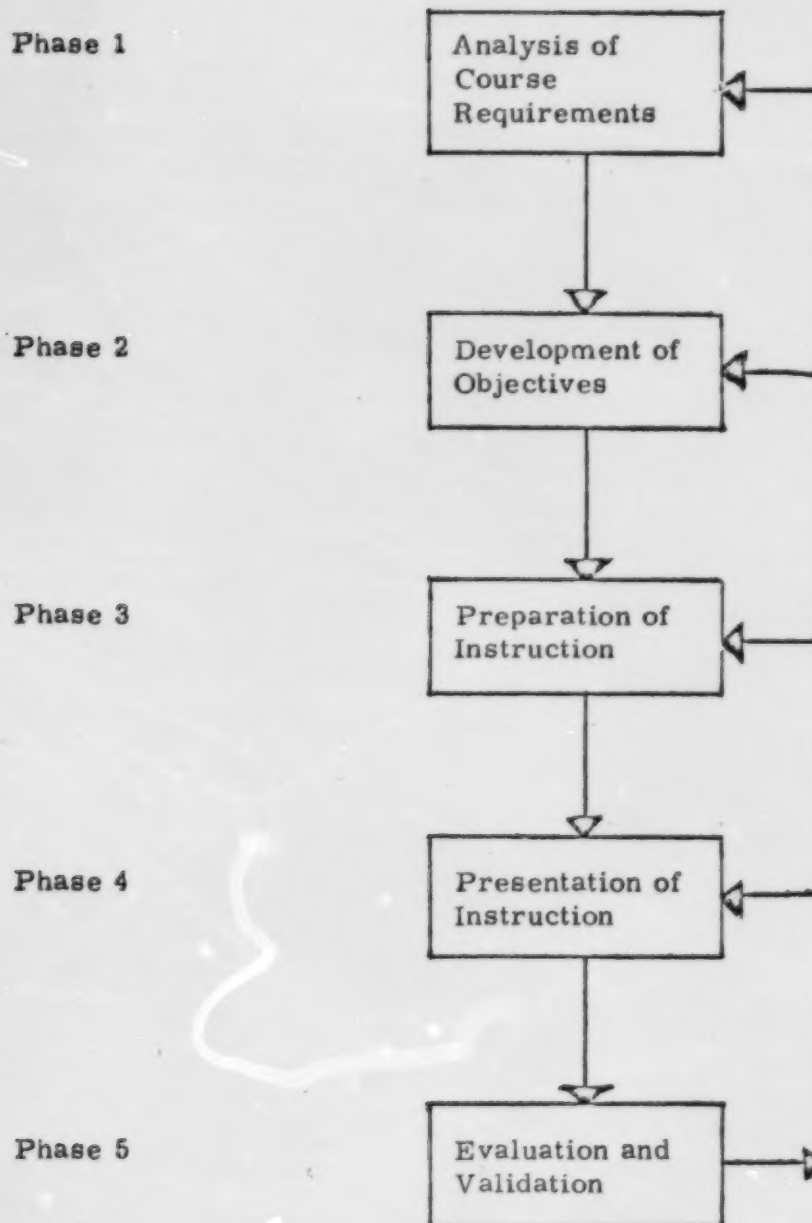


Figure 1

Model of Competency-Based Instruction as Conceptualized
by Roueche, Herrscher, and Baker

course requirements. Other internal input was gathered from an examination of past student evaluations of the introductory counseling course as reported by students on the "Student Evaluation of Faculty and Instruction" form. The relevant comments made by present and past counseling practicum students, who had earlier completed the introductory counseling course, and results of interviews with graduates were studied.

Letters were sent to personnel at the American Association of Bible Colleges (AABC) and 20 Bible colleges requesting copies of introductory counseling syllabi and any other information that would be helpful in the development of the new syllabus at Roanoke Bible College. Responses were received from AABC and six Bible colleges. Comprehensive syllabi were received from Cincinnati Bible College and Lincoln Christian College and brief outlines and/or syllabi were received from the remaining respondents. The brief outlines and course syllabi, along with the more comprehensive syllabi, provided input in the analysis of course requirements.

Since the teacher of the introductory course was also the supervisor of the counseling practicum and researcher for this project, it was not difficult to analyze the introductory counseling course requirements in terms of an inventory of tasks to be performed in preparation for the practicum. Also, care was taken to identify appropriate competencies for students who would not take the practicum.

Phase 2: The Development of Objectives

In writing performance objectives for the competency-based introductory counseling course attention was given to the instructional objectives of the earlier introductory counseling course at Roanoke Bible College and to the objectives found in the syllabi received in response to requests of counseling teachers in 20 Bible colleges for examination copies of syllabi. Primary consideration was given to feedback from previous instructional experience by the teacher and to the preliminary investigation of the background counseling literature review. The objectives and criterion-referenced tests were written so that they correlated with each other.

Phase 3: Preparation of Instruction

With the benefit of manual searches performed by the investigator and computer searches, decisions were made concerning the particular individualized learning units that would be developed and the activities of the earlier introductory counseling course at Roanoke Bible College to be retained. Decisions to include particular lecture or discussion topics used in the past were made in view of the newly stated competencies, the performance objectives, the criterion-referenced tests, the subject matter, and the feedback concerning the success of the previous instruction. Instructional strategies were selected and learning units were written.

Individualized instructional units were written according to

the six steps of the Herrscher systems approach, mentioned in Chapter 2. Those steps are the rationale, objectives, pre-assessment, learning activities, post-assessment, and revision. In the rationale an explanation was presented of the relevance of the matter being studied. Care was taken to inform the students concerning the purpose of the lesson. In each unit explanations were written to inform students why that particular unit was important to them at this time. Objectives were written to describe the main intent or performance that students were expected to achieve. Each set of objectives included a course-level competence and unit-level competencies. The pre-assessment, which preceded the learning activities, was based on the objectives. It was designed to determine if the learners had earlier mastered what was listed as objectives. If the results of the pre-assessment indicated mastery of the objectives, students could skip the unit. The learning activities were written with the goal of enabling students to achieve mastery of the objectives. The post-assessment was written to determine if the instructional objectives, or competencies, were being achieved. A revision sheet was prepared to gather information needed to revise the unit until an effective teaching tool would result.²

²Barton R. Herrscher, Implementing Individualized Instruction (Statesville, N. C.: Mitchell College, 1971), pp. 1-31.

At the proposal stage of the project the decision was made that no less than six individualized core units be written for inclusion in the course syllabus and that the units be evaluated, re-designed, and re-evaluated until they proved successful in teaching "reflecting feeling" and "acceptance" techniques, and achieved the other competencies specified for the units. Included among the self-pacing units were two units of background counseling literature: Unit 1, introducing literature which differentiates between counseling by church leaders and other types of counseling; and Unit 2, introducing Rogerian-type literature related to the helping relationship. Two units of basic counseling techniques with demonstrations of model counseling and student role-play counseling were written. They are Units 3 and 4, units teaching reflection of feeling and acceptance techniques. Simulated counseling situations were designed and instructions were written for teachers of the course explaining how to prepare audio tapes to teach counseling skills as a part of those units. A "Counseling with Prisoners" unit was designed for the 83 percent of the students who subsequently counsel prisoners in a practicum, and a "Counseling Readiness" unit was planned for the 17 percent who do not. Twenty-two discussion topics related to the course competencies were selected to accompany the six individualized core units. These materials were synthesized and sequentially

arranged into a comprehensive course syllabus following consultation with members of the 1978 spring semester counseling practicum.

Phase 4: Presentation of Instruction

The 25 students in the 1978 spring semester counseling practicum at Roanoke Bible College were involved in the implementation and evaluation of those units covering subject areas not earlier presented them in the old curriculum. Included among those four units were the two units of basic counseling techniques with demonstrations of model counseling and student role-play counseling, and the "Counseling with Prisoners" and the "Counseling Readiness" units. Other individualized units were studied by students commencing early to take the two self-pacing, foundational units. As earlier mentioned, nine students took Unit 1 and six took Unit 2. Although these students were normally scheduled to take their introductory counseling course during the 1978 fall semester, they began the newly designed course during the 1978 spring semester. Since each unit was designed to contribute to specific competencies and each had its own built-in evaluative and revision mechanism, it was reasoned that using students from two different classes did not adversely affect the results of this project.

Phase 5: Evaluation and Validation

Each unit was evaluated separately in terms of the degree it contributed to the specific course-level competence assigned

that unit. In view of the earlier cited claim by Bloom that with mastery learning 90 percent, or more, of the students can master what is taught, consideration was given to the adoption of that specific figure as the level of acceptability for student mastery of the course-level competencies. However, with the realization that Bloom was describing mastery in the context of the most ideal circumstances, the decision was made at the proposal stage of this project to require a lower level of mastery as the level of acceptability. The most ideal circumstances were not present on the occasion of the initial implementation of these units of study. Using only one factor as an example, there was not unlimited time for the student to complete the units. Bloom says that it takes some students several years to master the same material that others can master in a mere fraction of a year.³ The realistic 75 percent level of mastery was proposed as the minimum level of student mastery of specific course competence, or competencies, for each learning unit in this project. The 75 percent level of mastery is a sizeable improvement over the typical 15 percent level of mastery (represented by the giving of the grade of A) found in more traditional approaches to instruction. Also, the 75 percent level of acceptability was

³Benjamin S. Bloom, "Learning for Mastery," Toward Instructional Accountability, eds., John E. Roueche and Barton R. Herrscher (Palo Alto, California: Westinghouse Learning Corporation, 1973), pp. 94-113.

justified on the basis that each unit would have its built-in provision for revision opportunities. In theory, this built-in revision mechanism provides for a progression in the percentage of mastery with each occasion of usage of the unit. It was decided that if the minimum level of acceptability be not reached for a unit in the 1978 winter and spring testing of that unit, the unit would be re-worked and retested. With 75 percent as the minimum level of acceptability, the goal was to achieve the highest possible level of mastery even on the occasion when a unit was first used. Further refinement in the unit in subsequent years will be expected.

Although each new unit was evaluated as an entity (as described above), the course of study was evaluated from a comprehensive viewpoint, also. While members of the ad hoc committee provided input in the development of a well-rounded, comprehensive course of study, the 25 members of the 1978 counseling practicum class were perhaps the best qualified of all people to evaluate the new course of study. It was reasoned that they would be able to determine if a significant contribution was made by the development of the new course of study. The following facts support that opinion:

1. At the time of the evaluation, the 25 members of the counseling practicum had studied four of the six new individualized units.

2. They represent 83 percent of the 1977 fall semester

class who were used as subjects in a study comparing the mastery learning approach to background counseling literature with the traditional approach. While taking the introductory counseling course they had opportunity to experience both mastery and non-mastery approaches.

3. In most instances they had heard the lectures and participated in class-discussion on the same topics as those topics selected to complement the individualized units.

4. They were able to examine the completed syllabus. They were able to compare the new units with what they remembered from the early part of their introductory counseling course. Therefore, members of the counseling practicum were asked to compare the new course with the old course by using a five-point Likert scale with the following categories:

1. The new course of study as presented in the new syllabus is greatly inferior to the old course.

2. The new course of study as presented in the new syllabus is inferior to the old course.

3. The new course of study is neither inferior nor superior to the old course.

4. The new course of study as presented in the new syllabus is superior to the old course.

5. The new course of study as presented in the new syllabus is greatly superior to the old course.

With these categories assigned values of -2, -1, 0, 1, and 2, consecutively, a mean average was computed and the results interpreted in the exact language describing the categories. For instance, an average score of 1.00 would be interpreted to mean that the students indicate that they believe the new course as presented in the syllabus is superior to the old course. While it is remembered that the original purpose of the project was not merely to develop a course which would be rated superior to the old course of study, it would have been disappointing to all involved if, while meeting specific needs with the new course which were not met by the old one, the students did not see the new course as being superior to the old one. Students were given opportunity to explain what they like about the total program and what they dislike about it. The primary purpose of the evaluative data gathered from students was to provide some indication of how the students perceived the new course and what revisions were in order before the syllabus was sent to external evaluators.

The syllabus was rewritten until the ad hoc committee members, who had opportunity to talk with students having used the new units to question any procedure associated with the project and to offer any suggestions for improvement of the project, agreed that significant improvement resulted from the development of the new course and that it was appropriate to achieve the competencies specified.

A committee of persons other than members of the ad hoc committee was named to give final approval of the syllabus. Since it might be suggested that members of the ad hoc committee, who were involved in formative evaluations at different intervals in the development of the syllabus, might be inclined to be more favorable toward the project than individuals independent of the development of the syllabus, a panel of authorities was named to independently provide summative evaluation of the syllabus. This three-member panel of authorities was selected from among senior counseling teachers in graduate schools where Roanoke Bible College graduates later attend, or persons judged to be of equal reputation. Since the three graduate schools most frequently attended by Roanoke graduates are Cincinnati Bible Seminary, Emmanuel School of Religion, and Lincoln Christian Seminary, in each instance the person holding the highest rank in counseling at each of those seminaries was asked to serve on this panel of authorities. In the case of one member of the panel, Dr. Bruce R. Parmenter, he had actually moved to a private counseling practice before the evaluation occurred, but he had served with distinction at Lincoln. Other members of the panel were Professor Kenneth C. Goble of Cincinnati Bible Seminary and Professor Joseph E. Sutherland of Emmanuel School of Religion. The syllabus was submitted to the individual member of the panel. An evaluation form, presented as Appendix C, was used by the panel members to rate the acceptability of the

course as indicated by the syllabus. At the proposal stage of this applied research project it was announced that a mean average of six "yes" responses to the ten items on the evaluation sheet would serve as the level of acceptability. If the minimum level of acceptability be not achieved, a revision of the course of study as presented in the syllabus would then be carried out, and the revised syllabus would be re-submitted to the panel of authorities for their second evaluation. The results of both evaluations would be included in the final report of this MARP.

Chapter 4

FINDINGS

This applied research project has resulted in the development of a course syllabus, the evaluation of certain components of the syllabus, and the evaluation of the syllabus as a whole.

The Product

A comprehensive syllabus has been developed for a competency-based introductory counseling course for a four-year Bible college. The new syllabus includes a list of 14 course competencies, a table showing the evaluation key to be used in assigning grades to students, a class agenda sheet for the 1978 fall semester, an extensive bibliography, and six core individualized, competency-based units written according to the Herrscher systems approach. The class agenda sheet includes discussion topics with correlated reading assignments. The completed syllabus, presented as Appendix D to this report, has been developed according to criteria established at the proposal stage of this project.

The Findings

The findings resulting from the evaluation of the competency-based introductory counseling course are presented in the following sequence: the results of comparing student mastery of individualized units at pre-assessment time with student mastery at post-assessment time for each unit, indications of student satisfaction with specific units, indications of student satisfaction with new syllabus as a whole, and results of the evaluation of the syllabus by a panel of counseling authorities.

Unit-Level Mastery at Pre-Assessment and Post-Assessment

Table 1 was constructed to show the progression toward mastery of unit-level competencies from pre-assessment time to post-assessment on each of the first five individualized units. Unit 1, designed to enable students to differentiate between counseling by church leaders and other types of counseling, was completed by nine second semester juniors at Roanoke Bible College. During that initial trial period for the unit, no one demonstrated mastery of the competencies at pre-assessment time. However, following the learning activities for the unit, all nine showed mastery of the competencies. Similarly, all six students taking Unit 2, "The Helping Relationship" unit, demonstrated non-mastery on the pre-assessment and mastery on the post-assessment. All 25 members

of the class performed the learning activities for the last four units, but in certain instances all did not take the pre-assessment and the post-assessment for a unit as prescribed in the procedures chapter of this report. Only the results obtained under the conditions prescribed are reported among the findings. For instance, only 22 of the 25 students were present on the day that equipment was set-up to test for acceptable reflection of feeling on the pre-assessment and 23 were present on the day of the post-assessment. Two of the 22 present when the pre-assessment was administered for Unit 3 gave acceptable reflections of feeling on the first trial, and 21 of the 23 present for the post-assessment gave acceptable reflection of feeling responses on the first trial. Subsequently, after additional practice the other two persons gave acceptable reflections of feeling. Only Unit 3 had a uniform date assigned by the teacher for the first trial on the post-assessment. No one showed mastery of acceptance technique on the day when Unit 4 was introduced to the 20 students present, yet 24 of the 25 demonstrated mastery on the occasion of their first taking the post-assessment. After tutoring by the teacher the other student demonstrated mastery. Unit 5, designed to prepare students for the counseling practicum at the prison, was administered to the practicum students before they were taken to the prison to counsel with prisoners. No one showed mastery on the pre-assessment; 24 of the 25 demonstrated mastery on the post-assessment. The

Table 1

Students Showing Mastery of Individualized Units at
Pre-Assessment Time Compared with Those
Showing Mastery on Post-Assessment

Unit	Pre-Assessment			Post-Assessment		
	Number of Students	Number Showing Mastery	Percent Showing Mastery	Number of Students	Number Showing Mastery	Percent Showing Mastery
1	9	0	0	9	9	100
2	6	0	0	6	6	100
3	22 ^a	2	9	23 ^a	21	91
4	20 ^a	0	0	25	24	96
5	25	0	0	25	24	96
Total	82	2	3	88	84	95

^aMembers of the class of 25 students were absent.

other participant showed a 75 percent level of mastery. Unit 6, a review and application unit, did not have either a pre-assessment or a post-assessment when it was presented initially to the students. It has since been revised to include a post-assessment. The average pre-assessment level of mastery of the competencies for the first five units was 3 percent and the average post-assessment level of mastery of competencies was 95 percent. The 91 percent post-assessment level of mastery for Unit 3, the lowest of any one unit, was well above the 75 percent acceptability level set before the project was conducted.

Students Report Units Helpful

Included among the built-in evaluative mechanisms of the individualized units were revision sheets following the units. Among questions asked on those revision sheets were the following: "Do you feel that this unit of study on counseling by church leaders is relevant to the counseling class? Yes ___ No ___," "Do you feel that this unit of study will be beneficial to you in the future? Yes ___ No ___," and "Were the sections of the unit (listed below) helpful to you? Rationale for unit, Yes ___ No ___." Results are presented in Table 2 showing the total number of possible "yes" responses from students submitting the revision sheets for each unit as compared to the actual "yes" responses given. In Unit 1 there were 99 out of a possible 99 "yes" responses, a 100 percent favorable response.

Table 2
 "Yes" Responses on Unit Revision Sheets Compared with
 Possible "Yes" Responses

Unit	Number Students	Possible "Yes"	Actual "Yes"	Percent "Yes"
1	9	99	99	100
2	6	60	59	98
3	17	238	230	97
4	18	234	226	97
5	22	286	283	99
6	18	162	153	94
Total	90	1079	1050	97

There were 59 out of a possible 60 "yes" responses, 98 percent, for Unit 2; 230 out of 238, 97 percent, for Unit 3; 226 out of 234, 97 percent, for Unit 4; 283 out of 286, 99 percent, for Unit 5; and 153 out of 162, 94 percent, for Unit 6. Of the 1079 possible "yes" responses of students returning their revision sheets, 1050 "yes" responses were received, resulting in an overall 97 percent favorable response.

Also indicating student satisfaction with elements of the individualized units are data presented in Table 3 and in Table 4. Table 3 shows students' reported satisfaction with knowledge and ability to show acceptance technique before engaging in the learning activities of Unit 4 compared with their reported satisfaction following the learning activities. On a five-point scale with 1.00 representing great dissatisfaction and 5.00 indicating great satisfaction, the 20 students present on the day when the pre-assessment was administered showed a 2.45 average response to the item, "Check the response that best describes how you feel about your knowledge and ability to show acceptance." On the post-assessment their response was an average 4.27. From an average rating at pre-assessment of dissatisfied to about-equal-amounts of satisfaction and dissatisfaction the class reported a change in perceived satisfaction to the post-assessment average of satisfied to greatly satisfied.

Table 3

Reported Satisfaction with Knowledge and Ability to
Show Acceptance both before and after
Unit 4 Learning Activities

	Number of Students					
	Greatly Dissatis- fied	Dissatis- fied	About Equal	Satisfied	Greatly Satisfied	Average
Assigned value	1	2	3	4	5	3.00
Knowledge and ability before	2	8	9	1	0	2.45 ^a
Knowledge after	0	0	1	18	6	4.20 ^a
Ability after	0	0	0	16	8	4.33 ^a
Combined knowledge and ability after	0	0	1	34	14	4.27 ^a

^aThe average is obtained by multiplying the assigned value by the frequency, and then dividing by the total number of students.

As can be observed by studying Table 4, in Unit 5 a five-point scale reporting dissatisfaction/satisfaction of knowledge of the prison system, prison life, and needs of prisoners resulted in ratings of 1.75 at pre-assessment and 3.48 at post-assessment. From an average rating of between greatly dissatisfied to dissatisfied at pre-assessment, the students changed their view so that at the post-assessment they rated themselves as better satisfied with their knowledge of prisoners and prisons.

Student Satisfaction with New Course

Table 5 is presented to show how the members of the counseling practicum class, who took four of the individualized units, compared the new course in introductory counseling with the old course. On a five-point scale from -2 to +2 with -2 representing the opinion that the new course is greatly inferior, 0 meaning that the two are about equal, and +2 indicating that the new is greatly superior, the students gave a mean average score of 1.35. Responding anonymously, 53 percent of the 17 students returning their forms indicated that the new course is greatly superior to the old one and 41 percent called the new course superior to the old one. They combine into 94 percent, the percent of the respondents saying that the new course is either superior or greatly superior to the old one.

Panel of Authorities Report

The three-member panel of authorities in counseling gave an

Table 4

Reported Satisfaction with Knowledge of Prison System,
Prison Life, and Needs of Prisoners before and after
Unit 5 Learning Activities

	Pre-assigned Value	Reported Knowledge Before	Reported Knowledge After
Greatly dissatisfied	1	8	1
Dissatisfied	2	14	2
About equal	3	2	8
Satisfied	4	0	9
Greatly dissatisfied	5	0	3
Total		24	23
Average	3.00	1.75 ^a	3.48 ^a

^aThe average is obtained by multiplying the assigned value by the frequency, and then dividing by the total number of students.

Table 5
Counseling Practicum Students Compare
New Course with Old Course

	Pre-assigned Value	Number of Responses	Percent of Responses	Cumulative Percent
New is greatly inferior	-2	1	6 ^a	100
New is inferior	-1	0	0	--
About equal	0	0	0	--
New is superior	1	7	41 ^a	94
New is greatly superior	2	9	53 ^a	53

^aResponding anonymously, the students gave a mean score of 1.35.

average rating of 9.33 out of a possible 10.00 score. The minimum level of acceptability set at the proposal stage of this project was a score of 6.00. That level of acceptability has been exceeded.

Revision Results

There were several revision activities which constitute a vital part of this report. Among those revisions were the following:

1. In both the pre-assessment and post-assessment for Unit 4 the first draft submitted to students asked them to "Check the response that best describes how you feel about your knowledge and ability to show acceptance." In response to suggestions by students, that particular question was divided into separate questions, with one asking about knowledge and the other asking about ability.

2. Exercise Number 7 was added to Unit 6 after the first set of students used Unit 6. The "Counseling Competencies Evaluated" form, referred to in Exercise 7, was developed to provide the teacher and the students with an instrument to indicate counseling competencies at the end of the course of study.

3. The pre-assessment was revised for Unit 2 to delete the item which said, "Write from memory eight of the ten characteristics of a helping relationship as presented by Shertzer and Stone." Students and one external evaluator questioned the advisability of asking that particular question.

Summary of Findings

In the first two units no student demonstrated mastery of the units at pre-assessment time and all of the participants showed mastery at post-assessment time. On Unit 3 two out of 22 showed mastery at pre-assessment time and 21 out of 23 on the post-assessment. On Units 4 and 5 no one demonstrated mastery on the pre-assessment and in each case 24 out of 25 showed mastery on the post-assessment. For those five units 3 percent of the students showed mastery at pre-assessment and 95 percent of the students demonstrated mastery at post-assessment time. The 75 percent minimum level of acceptability was exceeded. On a ten-point scale a panel of three external counseling authorities rated the new syllabus with an average 9.33 rating, well above the pre-set 6.00 acceptability level. Students rated components of the individualized units on the revision sheets accompanying the units with 1050 favorable responses out of a possible 1079 responses, or a 97 percent favorable response. The built-in revision mechanism for the individualized units is already resulting in slight revisions to the units.

Chapter 5

SUMMARY AND CONCLUSIONS

In this final chapter there are conclusions and implications resulting from the project to develop and evaluate a competency-based introductory counseling course at Roanoke Bible College. In this chapter there are recommendations for improvement of practice both at Roanoke and at other institutions, and there are strategies for diffusion, implementation and change resulting from this study.

Conclusions Based upon Findings

There are four important conclusions based upon the findings of this applied research project. They are as follows:

1. It can be concluded that such an innovative approach as competency-based instruction is achievable at Roanoke Bible College. A competency-based course syllabus has been developed, portions of the syllabus have been implemented and found adequate to develop course competencies, and the syllabus as a whole has been judged acceptable by counseling authorities.

2. Competencies for an introductory counseling course can be identified in measurable terms and can be achieved. It can be

concluded that a student now completing the introductory counseling course at Roanoke Bible College is able to identify basic counseling skills and to incorporate them in church-related counseling. Upon the completion of the introductory counseling course, the student is able to differentiate between counseling by church leaders and other types of counseling, to demonstrate the ability to provide a helping relationship to a person needing counseling, to show acceptance of a counselee, and to demonstrate the ability to reflect feeling in a counseling situation.

3. Competency-based instruction leading to mastery learning can result in a sound educational approach to teach counseling to Bible college students. The 9.33 acceptability rating on a ten-point scale by the panel of counseling authorities, augmented by the findings from comparing pre-test and post-test results of the individualized units, are grounds for concluding that the new approach to introductory counseling as presented in the syllabus, and as implemented at Roanoke Bible College, is educationally sound. It is to be remembered that those students most familiar with both the old and the new approaches to introductory counseling at Roanoke rated the new course with its competency-based instruction as superior to the old course. The 97 percent "yes" or favorable response of students on items on the revision sheets of the six units clearly indicates that the students perceived those units as meaningful educational components.

4. It can be further concluded that student-requested needs for more information about prisoners, for demonstrations of model counseling, and for classroom time for role-play counseling are met in the new syllabus. In addition to the benefits of having observed model counseling and having participated in extensive role-play counseling under supervision, the 83 percent of the students who later enroll in the practicum now have the benefit of studying a unit which this investigation has established as helpful in explaining the nature of the prison system, prison life, and the needs of prisoners. A detailed study of the class agenda sheet for the new syllabus shows nine hours of classroom time designated for demonstrations of model counseling and role-play counseling. Special exercises in the individualized units require additional non-classroom time for small group role-play counseling. Those 17 percent of the students who use the introductory course as their terminal counseling course will graduate from the college with no less than a dozen hours of observation and participation in counseling simulations. For the other students these experiences will serve as a background for their practicum.

Implications

As a result of this project there are implications for students at Roanoke, for the teacher of the course, for other teachers at the college, and for other colleges.

Implications for Students

As a result of this investigation there are far-reaching implications for students at Roanoke Bible College.

1. Of primary importance, it can be implied from the results of this study that those completing the new course of study will be able to use basic counseling techniques in actual counseling situations.

2. The students who subsequently enroll in a counseling practicum will have foundational skills which will enable them to be successful in their counseling practicum.

3. As a result of this study it can be implied that students should have increased awareness of what is expected of them in a practicum at the prison, in church-related counseling, or in some other counseling setting.

4. In view of the preceding implications, it can be further implied that those completing the program at Roanoke should have greater confidence to enter counseling situations.

5. It can be implied that the flexibility-of-scheduling factor for the new course offers the potential of better fitting the individual schedules of the students.

Implications for the Teacher of the Course

There are implications for the teacher of the course which are in the form of certain next-steps in the area of further research,

steps which should occur in the near future lest momentum developed in this project be lost.

1. It appears essential that additional research be conducted to determine the extent to which particular lectures and class discussions listed on the class agenda sheet in the syllabus actually contribute to the course competencies.

2. Since the teacher of the course invested so much time and effort in the project, he will be expected to show continued interest in monitoring the effects of the total course as used in the 1978 fall semester. It is expected that he will try to ascertain whether too much is required of students, or too little is required of them, and what revisions are needed in the course. The built-in revision mechanism for the individualized units will help facilitate continuous revisions.

3. The results of this study clearly imply that careful investigation of the counseling practicum with a view toward the possibility of restructuring that course can prove as profitable as the restructuring of the introductory counseling course has been. The practicum course may be so restructured that it will better build upon the foundation of the new introductory course.

4. With the decrease in amount of classroom time now being devoted to teacher-led lectures and discussions and with more class time used for small group activities, perhaps the time is getting nearer when the course can be offered by this teacher to a

cluster of people at an off-campus site. Less investment of time by the teacher and greater investment of time by a tutor from that area can make it possible to offer the course to an off-campus group. If the course is offered to an off-campus group, decisions regarding whether it will be a credit or a non-credit course will need to be resolved.

5. Among the related outcomes of this study is the fact that sufficient interest has been developed in mastery learning and individualized instruction so that the teacher of the counseling course will want to revise other courses taught by him to utilize those approaches.

6. Also, because of interest in those approaches to learning, the teacher will be available to other teachers desiring consultation on those topics. He will be available for possible workshops on those topics.

Implications for other Teachers

In addition to implications for the students and for the teacher, there are implications for other teachers at the college.

1. As a result of this investigation it can be implied that significant innovations in methodology for any given course is possible for a faculty member desiring to improve his course.

2. A second implication of the study is that cooperation by the administration, other faculty members, and students can be

expected when they are given an opportunity to aid in meaningful improvement of the educational process.

3. It is further implied that other courses at the college can be improved by incorporating more individualized units and/or more mastery learning strategies.

Implications for other Colleges

1. The syllabus resulting from this applied research project contains material readily adaptable to other colleges preparing persons for church-related counseling.

2. The individualized units dealing with reflecting feeling and with acceptance are adaptable to any introductory counseling course introducing those skills.

3. This study has the potential for helping individual faculty members know how to produce significant change in their classrooms.

4. This investigation has implications for additional research in such other counseling courses as advanced counseling and counseling practicum.

5. The methodology employed by which a new course of study was developed and evaluated can be replicated with success in other Bible colleges.

6. Competency-based instruction leading to mastery utilizing individualized units offers a viable alternative to traditional approaches for Bible college faculty desiring to restructure any of their courses.

Recommendations

As a result of the experiences and findings of this investigation there are several recommendations for improvement of practice at Roanoke Bible College and at other institutions.

1. It is recommended that the teacher of the class and the other college officials encourage the practice for some students to commence their introductory counseling course with the basic individualized units sometime during the second semester of their junior year or during the summer prior to their senior year. The teacher of the counseling course, responsible for record-keeping of units completed, can provide students with one individualized unit at the time and permit the students to work at their own pace. Even though they commence early, students can go through the regular matriculation procedures without any additional work for personnel in the business and registrar offices of the college. The teacher of the class, or tutors named by him, can serve as resource persons to the students.

2. It is recommended that those students who begin the introductory counseling course in advance of the fall semester of their senior year also be provided opportunity to begin the counseling practicum earlier than the spring semester of their senior year.

3. It is recommended that further study be conducted to determine what revisions might be needed in the practicum course in order to build upon the introductory course.

4. It is recommended also that consideration be given to developing and evaluating one or more individualized units to teach additional techniques in either the introductory or practicum courses in counseling.

5. It is especially recommended that an alternate unit to the "Counseling with Prisoners" individualized unit be developed and evaluated with reference to each aggregate of people with whom subsequent counseling practicums will be served. Since the opportunity to serve counseling practicums at the nearby public junior high school is now available to Roanoke Bible College students, immediate attention should be given to the possibility of developing a "Counseling with Junior High Students" unit. This new unit can be designed according to the format followed for the six existing units. It would be written to acquaint counseling students with junior high students and their problems.

6. Another recommendation is that consideration be given to possibility of tape recording and/or video taping class discussions and lectures for the introductory counseling course and that a study be conducted to determine the feasibility of adapting certain presentations in either written or audiovisual form for incorporation in additional individualized units for the course.

7. It is recommended that a study be conducted to determine whether to utilize the individualized units of the new course to offer the instructional materials to clusters of church leaders at

sites some distance from the campus. The study should include the issue of whether college credit should be offered.

8. It is further recommended that the total course be evaluated at the conclusion of the 1978 fall semester in terms of student reported satisfaction that competencies have been mastered and in terms of whether the specific competencies described in behavioral language are achieved.

9. A final recommendation is that a copy of this report be sent to personnel of the American Association of Bible Colleges and that a statement be made concerning availability of the researcher for conducting workshops on competency-based instruction, individualized instructional units, and competency-based instruction in the field of counseling.

Strategies

The strategies for diffusion, implementation and change resulting from this investigation are offered in conjunction with dated projections.

1. It is projected that the new syllabus be reproduced in sufficient number so that each member of the counseling class at Roanoke Bible College be presented his complete copy on August, 1978.

2. It is projected that Mike Turner, graduate student in counseling at the University of Virginia who is performing a field project for graduate credit under the supervision of this researcher/

teacher, and Cindy Styons, graduate student in counseling at Old Dominion University, serve, along with this teacher, as tutors and resource persons for those taking the individualized units during the 1978 fall semester.

3. It is projected that the schedule of class activities follow the class agenda sheet schedule in the new syllabus for the fall semester of 1978.

4. It is projected that any revisions mandated by the results of evaluative efforts associated with the new course be made before the next year's class begin taking the individualized units during the subsequent spring semester.

5. As earlier recommended, it is projected that a copy of the report be submitted to the American Association of Bible Colleges, and it is projected that a copy of the report be presented to the Educational Resources Information Center for more extensive diffusion of the strategies employed in this applied research project.

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APPENDIX A

STATEMENT FROM ACADEMIC DEAN

Roanoke Bible College
Elizabeth City, N. C.
November 13, 1977

At Roanoke Bible College students anonymously evaluate the course and the quality of instruction. Since the evaluations are read by the academic dean and by the instructor of the course, I have been asked for a statement of verification of content.

This is to acknowledge that Professor Styons correctly expresses the opinions of certain students when he says that

Students have indicated the desirability both for demonstrations of model counseling and for student role play counseling. In response to an October 1977 administration of the "Student Evaluation of Faculty and Instruction" form, a request was made by a student for additional class time devoted to role play simulations. Consistent with this request were comments made by students enrolled in the 1977 spring counseling practicum course. They suggested that subsequent practicum classes be given greater opportunity during the prerequisite Techniques of Counseling course to participate in role play simulations of counseling. They have also asked for demonstrations of counseling techniques.

S. E. BonDurant

S. E. BonDurant, Academic Dean

APPENDIX B

STATEMENT FROM REPRESENTATIVES OF THE CLASS OF 1977

Roanoke Bible College
Elizabeth City, N. C.
January 20, 1978

This statement is to verify that it was the consensus of the 1977 counseling practicum class that it would have been desirable for more information to have been available about prisons and prisoners before we actually counseled with the prisoners. We believe that including a unit of study on this subject will improve the counseling program.

Representing the Class of 1977, we are:

Richard D. Watford - Youth Minister
Wilmington, N.C.
Denis M. Fritz - Minister
Harrisonburg, Va.
Steve Hayes - Dir. Christian Service
Roanoke Bible College

APPENDIX C

PANEL OF AUTHORITIES EVALUATION FORM

After examining the introductory counseling syllabus written by Melvin D. Styons, with any supportive information supplied, it is my opinion that:

YES NO

- | | | |
|-----|-----|--|
| ___ | ___ | 1. A sufficiently comprehensive course syllabus for a three-semester hour undergraduate course has been written. |
| ___ | ___ | 2. The course-level competencies are acceptable for an introductory counseling course in a four-year Bible college. They are consistent with the objectives generally associated with a Bible college. |
| ___ | ___ | 3. The amount of work expected of students is adequate for a three-semester hour undergraduate course. |
| ___ | ___ | 4. The course has methodology (whether it is an approach preferred by me, or not) that has the potential for effective learning. |
| ___ | ___ | 5. The course is arranged in a logical sequence. |
| ___ | ___ | 6. The course has the potential to really introduce counseling to students. |
| ___ | ___ | 7. Awareness of the needs and interests of persons being educated for church-related vocations is evidenced. |
| ___ | ___ | 8. The course has the potential to make a significant contribution to the 17 percent of the students who do not take the subsequent counseling practicum. |
| ___ | ___ | 9. The course has the potential to make a significant contribution to the 83 percent who take the counseling practicum. |
| ___ | ___ | 10. The bibliography is adequate for the course of study. |

(Signed)

APPENDIX D

Course Syllabus for

A Competency-based Introductory Counseling
Course for Psychology 423: Techniques
of Counseling

Melvin D. Styons
Roanoke Bible College
Elizabeth City, N. C.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
TABLE OF CONTENTS	ii
INTRODUCTION	1
COURSE COMPETENCIES	3
EVALUATION KEY FOR COURSE	4
CLASS AGENDA	5
INDIVIDUALIZED INSTRUCTIONAL UNITS	9
1. Counseling by Church Leaders	10
2. The Helping Relationship	22
3. Reflecting Feeling	34
4. Acceptance Technique	41
5. Counseling with Prisoners	51
6. Counseling Readiness	60
BIBLIOGRAPHY	66

INTRODUCTION

This competency-based introductory counseling course is designed to help you achieve the competencies essential for church-related counseling. The topics selected for use in lectures and instructor-led class discussions, the individualized instructional units, and the assigned reading have been chosen on the basis of how well they contribute to the course competencies. The total course is presented as a package designed to achieve the goal of enabling you to perform effective church-related counseling.

Since church-related counselors must provide help to troubled people in such critical areas as depression and suicide, dying and grieving, addiction, pre-marital and marital counseling, and sex, these topics are included for class discussions. Also included are topics selected to help you differentiate between the major approaches to counseling and to help enable you to select techniques which you can incorporate in your own approach to counseling.

A special feature of this introductory counseling course is the fact that there are six individualized, self-pacing, competency-based instructional units. The first four units are required of all students. They include the subjects of counseling by church leaders, a helping

relationship, reflecting feeling, and acceptance. Since Unit 5 helps students prepare for the spring semester counseling practicum, you will be required to complete that unit if you plan to enroll in the practicum. If you do not plan to take the practicum, you will be required to take the alternate unit, Unit 6. There are both unit-level and course-level competencies assigned to each of the six individualized units.

The assigned reading for the course consists of three types. Type 1 is the core reading, material specifically required of all in the class. Type 2 reading consists of 300 pages selected by you from the Type 2 reading list of choice volumes in the bibliography. On regularly scheduled test dates you will be tested on your comprehension and application of both Type 1 and Type 2 reading. Type 3 reading consists of 200 additional pages selected from the bibliography. You will be required to submit completed reading report forms for those 200 pages and you will be expected to subsequently discuss with your instructor and/or peers the content of what you read.

The structure of the course allows for classroom time for you to observe demonstrations of model counseling techniques and for you to participate in role-play counseling under supervision.

COURSE COMPETENCIES

When you have completed this course, you will be able to:

1. Differentiate between counseling by church leaders and other types of counseling.
2. Demonstrate that you can provide a helping relationship for another person.
3. Demonstrate the technique of reflecting feeling in a counseling situation.
4. Demonstrate mastery of the technique of acceptance in a counseling situation.
5. Translate discussions of psychology and counseling into actual counseling applications.
6. Interpret books and articles about new developments in psychology and counseling and show their limitations and implications.
7. Theorize about the possible impact of various approaches to counseling.
8. Evaluate the effectiveness of various theories and techniques of counseling.
9. Demonstrate a tolerance for different points of view in counseling approaches.
10. Differentiate between problems that are beyond your ability to handle from those problems that you can help solve.
11. Make proper referrals of people with problems beyond your competence to handle.
12. Show the attitude of a responsible "professional"--one who keeps informed on new developments in his field, and understands and upholds codes of professional ethics.
13. Demonstrate pleasure in counseling, and in reading and speculating about counseling approaches.
14. Demonstrate in either an actual counseling situation or in role-play simulation your personal approach to counseling, and explain the rationale for your approach.

EVALUATION KEY FOR COURSE

Activity	Percent of Mid-sem. Grade	Percent of Final Grade
Individualized Units		
Unit 1	20	10
Unit 2	20	10
Unit 3	20	10
Unit 4		10
Unit 5 or 6		10
Quarterly Tests		
First	20	10
Second	20	10
Third		10
Final Exam		10
Type 3 Reading Reports		10
Total	100	100

CLASS AGENDA

Even though significant amounts of time required for this course involve self-pacing, individualized instruction, and small group activities that can meet, and will meet in many instances, at other times than during the scheduled class time, these activities are included on this class agenda sheet for those who need deadlines. You may read ahead of schedule if you take proper precaution to retain what you read. You may complete the individualized units early, beginning on them as early as the spring or summer preceding the fall semester of your senior year when the course is normally scheduled. Classroom time is scheduled for students desiring the teacher to orally introduce the individualized units in a formal class setting. Students having already received credit for a given unit will not be required to be present for the introduction of the unit. They may choose to attend for review benefits.

The activities listed beside given dates are scheduled to be introduced on those dates, but in several instances they will be continued for other days. However, each assigned reading is due by the beginning of the class period of the designated date.

The "N-1, 3, pp. 11-13, 18-23" means that you are to read from the particular book by Narramore listed in the bibliography among Type 1 reading, chapters 1 and 3, pages 11-13 and 18-23. "A" stands for Adams, "Col" for Collins, "Cor" for Corey, "H" for Hansen, and "M" for McLemore.

<u>Date</u>	<u>Activity or Topic</u>	<u>Type 1 Reading</u> (Unless otherwise stated)
Aug 23	Course Introduction	
25	What is Counseling	N-1, 3, pp. 11-13, 18-23
28	Individualized Unit 1: Counseling by Church Leaders	Col-1, pp. 13-43
30	Major Approaches to Counseling: Directive, Non-Directive	
Sept 1	Psychoanalytic, Existential- Humanistic, Gestalt Therapies	Col-2, pp. 45-69

<u>Date</u>	<u>Activity or Topic</u>	<u>Reading</u>
Sept 4	Rational-Emotive Therapy, Values Clarification, Relaxation Therapy (Turner)	H-4, pp. 203-209
6	Behavior Modification, Transactional Analysis, Reality Therapy, Integrity and Nouthetic Counseling	A-4, pp. 41-61; Cor-10, pp. 171-183
8	Floating Anchors	
11	Individualized Unit 2: The Helping Relationship	
13	To Whom Do They Turn, Ethics of Counseling	N-2, 4-13, pp. 14-17, 24-65
15	Quarterly Test of Comprehension and Application of Type 1 Reading, first 100 pages of Type 2, and Class Discussions	First 100 pages of Type 2 Reading
18	Mental Health: Diagnostic Classifications (Turner)	M-1, pp. 18-45 A-3, pp. 26-40
20		N-28, pp. 160-183
22	Depression and Suicide	Col-6, pp. 159-181
25 - 29	Review, Remediation, and Acceleration	
Oct 2	Individualized Unit 3: Reflecting Feeling, Accurate Empathy	
4-9	Small Group Role-play Counseling	
11	Second Quarterly Exam	Second 100 pages of Type 2 Reading
13	Review, Remediation, and Acceleration	N-14-26, pp. 66-129
16	Individualized Unit 4: Acceptance, Acceptance Demonstration	

<u>Date</u>	<u>Activity or Topic</u>	<u>Reading</u>
Oct 18-20	Addiction: Alcohol, Drugs	Reading Reports on 200 pages of Type 3
23	Aging and Dying (Turner)	Col-5, pp. 131-158
25-27	Small Group Activities, Counseling Role-play Situations	
30	Individualized Unit 5: Counseling with Prisoners	
Nov 1	Individualized Unit 6: Counseling Readiness	
3	Theology of Marriage	Research: Biblical View of Marriage
6	Pre-marital Counseling (Turner)	
8	Principles of Marriage Counseling	Col-3, pp. 71-104
10	Third Quarterly Test	Third 100 pages of Type 2 Reading
13	Rapid Treatment to Marital Counseling (Turner)	N-29, pp. 184-205
15	Counseling Teenagers	N-27, pp. 133-159
17	Role-play Counseling	Col-4, pp. 105-130
20	Counseling Demonstrations	
22	Counseling Persons with Sex Problems	N-30, pp. 206-234
27	Counseling the Hospitalized	
29	Role-play Counseling	
Dec 4	Assessment of Course Competencies by Final Exam	

INDIVIDUALIZED INSTRUCTIONAL UNITS

The core of this competency-based introductory counseling course consists of six individualized instructional units, with only five required of each student. Unit 1 was written to introduce counseling and to enable the student to differentiate between other types of counseling and counseling performed by church leaders. Unit 2 teaches how to develop a helping relationship for another person. The third and fourth units will aid the participant to reflect feeling with accuracy and to show acceptance in counseling situations. Criteria are given in those units by which the student can objectively measure indications of the existence of reflection of feeling and acceptance in a counseling interview. Unit 5 is required for those who subsequently will take the counseling practicum in which prisoners will serve as counselees. Unit 6, a review and application unit on the topic of "Counseling Readiness," will serve as an alternate to Unit 5 for students for whom this will be the terminal counseling course at this college.

The self-pacing nature of these individualized units permits acceleration by the student. Nothing will help facilitate this acceleration process any more than the awareness of the importance of competent counseling in your church-related setting.

Unit 1

Counseling by Church LeadersRationale

Research conducted in 1960, frequently quoted by authors since that time, indicated that forty-two percent of the individuals seeking professional help with their problems "had gone to clergymen."¹ Illustrating the fact that society still expects church leaders to provide counseling services is the incessant advice to people in the "Dear Abby" column, suggesting that they seek counsel from ministers. Responsive church leaders must be prepared to offer competent counseling services.

Many of you are already serving in positions of church leadership. Similar positions of church leadership will be available to the rest of you in the near future. Since counseling is one of the most significant functions performed by church leaders, it is essential to learn all that you can about counseling. With so many different types of counselors working in such diverse settings, it is appropriate to differentiate between other types of counseling and the type of counseling you will be expected to perform.

Objectives

Course-level competence. Upon the completion of this course you will be able to differentiate between counseling by church leaders and other types of counseling.

Unit-level competencies. Upon the completion of this unit, you will be able to:

1. Define counseling by church leaders.
2. List eight of the ten possible objectives of counseling as performed by church leaders.

¹Howard J. Clinebell, Jr., Basic Types of Pastoral Counseling (Nashville: Abingdon Press, 1966), p. 43.

3. Explain why counseling by church leaders may be called a value-based approach to counseling.

4. Differentiate between counseling by church leaders and other types of counseling.

Definition. The term "church leaders" is used to include ministers, missionaries, teachers, and other officers in church programs performing short-term or long-term counseling, whether financially compensated or not, so long as they are perceived to any degree by the counselee as representing the church.

Pre-assessment

1. Define counseling by church leaders.

2. List eight of the ten possible objectives of counseling as performed by church leaders.

3. Explain why counseling by church leaders may be called a value-based approach to counseling.

4. Differentiate between counseling by church leaders and other types of counseling.

Learning Activities

In order to prepare you to be able to differentiate between counseling by church leaders and other types of counseling, you will be introduced to counseling in a broader context, and then you will be introduced to counseling as performed by church leaders.

Counseling defined. Your successful performance of Exercise Number 1 is dependent upon your reading "What is Counseling?" from Shertzer and Stone's book, Fundamentals of Counseling, pages 17-20. (See reserve shelf of the college library and/or the bibliography of this syllabus.)

Exercise Number 1

Study the definitions of counseling which Shertzer and Stone quote from counseling literature until you can formulate your own definition of counseling based upon the ones quoted. In this block write your newly formulated definition of counseling. Do not include any element in this definition unless it is included in Shertzer and Stone's material.

Don't forget the definition of counseling which you have just written. Keep this definition in mind as you continue this unit of study so that you can compare and contrast it with the definition of counseling as performed by church leaders.

Definition of church leaders' counseling. Drakeford shows that the terms "pastoral," "Christian," and "religious" when used as descriptive adjectives before the word "counseling" all basically refer to the same thing. These terms describe church-related counseling performed in a Christian context.² These terms refer to that type of

²John W. Drakeford, Counseling for Church Leaders (Nashville: Broadman Press, 1961), p. 51.

counseling which is being called "counseling by church leaders" in this course of study. Are you thinking of the contrast between counseling by church leaders and counseling in the broader context? Counseling by church leaders is "religious in its effects, philosophy, instrumentality, resources, personnel, and ultimate focus of concern."³ Clinebell describes pastoral counseling as

a response to the need for someone to really care for the troubled within the church fellowship and those numerous persons who have no church, but who turn to a minister for help when crises strike. . . . Thus, pastoral counseling has both an inreaching and an outreaching mission to persons in conflict and trouble, wherever they may be.⁴

Crabb describes the Christian counselor as having the task of providing "a universally true and meaningful understanding of people that derives from biblical revelation."⁵

Whether you are counseling in the role of a minister of a church or in some other church leadership role, the fact that you are perceived by others, and by yourself, as a church leader has certain important implications. With a keen awareness of the definition of counseling in the broader context which you wrote in Exercise 1, analyze the following definition of counseling by a church leader: Counseling by a church leader is a face-to-face process in which the Biblical and psychological training and other experiences of a church leader enable him to provide a helping relationship for a counselee, whether a member of the church or not, to better understand himself and his situation, and therefore initiate a course of action satisfying to himself and consistent with Christian values.

Exercise Number 2

In the definition of counseling by a church leader, given immediately above, underscore each word or phrase that explicitly differs from what could be included in your definition (Exercise 1) of counseling in the broader context.

³Clinebell, p. 48.

⁴Clinebell, pp. 41, 42.

⁵Lawrence J. Crabb, Jr., Basic Principles of Biblical Counseling (Grand Rapids: Zondervan, 1975), p. 25.

Correct your response in Exercise Number 2 by comparing what you underscored with the following:

Counseling by a church leader is a face-to-face process in which the Biblical and psychological training and other experiences of a church leader enable him to provide a helping relationship for a counselee, whether a member of the church or not, to better understand himself and his situation, and therefore initiate a course of action satisfying to himself and consistent with Christian values.

Exercise Number 3

Study the definition of counseling by a church leader until you are able by memory to write that definition or a paraphrase of it. Demonstrate your ability to write from memory a definition of counseling by a church leader. Write that definition in this block.

Objectives of counseling by church leaders. There are at least ten different objectives of counseling by church leaders. Counseling is beneficial to the extent that any one or more of the ten objectives are achieved. When a person has been successfully counseled by you, one or more observable achievements will be obvious to the counselee, to you, and to others. The counselee will be able to:

1. Demonstrate ability to communicate with others at home, school, work, or church without appearing to attack them.
2. Demonstrate ability to work cooperatively with others at home, school, work, or in church activities.

3. Demonstrate ability to express wholesome love and concern for others and to accept love and concern from others.

4. Accept responsibility for his own thoughts and actions.

5. Differentiate between areas of strengths and areas of weaknesses and make realistic choices in view of those strengths and weaknesses.

6. Acknowledge his sins and initiate restitutional action. Guilt is perceived by this writer as a symptom of a problem. In persons without distorted amounts of guilt (and there are some with "too much" guilt and others with "too little" guilt), the problem needs to be eliminated for the guilt to decrease.

7. Show a reduction of anxiety, frustration, and unreasonable fear.

8. Show objectivity in problem-solving situations.

9. Show satisfaction in helping others.

10. Express satisfaction in family devotions, public worship, and service to the church.

Exercise Number 4

Select three persons who need to be counseled by a church leader. Assign fictitious names to each of those real people so that you will not disclose who they are. Immediately below write their fictitious names.

(A) _____	(B) _____	(C) _____
(Fictitious name of one person)	(Fictitious name of second person)	(Fictitious name of third person)

On other paper, supplied by you, write a paragraph about each of the three persons and explain why each needs counseling. Use only fictitious names for this assignment, but supply factual descriptions of their problems. In each paragraph specify the particular objective or objectives from among the ten objectives listed previously which need to be achieved for each person. Save the three paragraphs so that your instructor, or the tutor named by him, may examine them before you take the post-assessment for this unit.

Exercise Number 5

Rate each of the following objectives in terms of how often you perceive that there is a need for achieving that particular objective when counseling with troubled people. Let 1 stand for very often; 2, often; 3, medium; 4, rare; and 5, very rare. Circle the number that best describes the frequency factor.

- | | |
|-----------|---|
| 1 2 3 4 5 | 1. Demonstrate ability to communicate with others at home, school, work, or church without appearing to attack them. |
| 1 2 3 4 5 | 2. Demonstrate ability to work cooperatively with others at home, school, work, or in church activities. |
| 1 2 3 4 5 | 3. Demonstrate ability to express wholesome love and concern for others and to accept love and concern from others. |
| 1 2 3 4 5 | 4. Accept responsibility for his own thoughts and actions. |
| 1 2 3 4 5 | 5. Differentiate between areas of strengths and areas of weaknesses and make realistic choices in view of those strengths and weaknesses. |
| 1 2 3 4 5 | 6. Acknowledge his sins and initiate restitutional action. |
| 1 2 3 4 5 | 7. Show a reduction of anxiety, frustration, and unreasonable fear. |
| 1 2 3 4 5 | 8. Show objectivity in problem-solving situations. |
| 1 2 3 4 5 | 9. Show satisfaction in helping others. |
| 1 2 3 4 5 | 10. Express satisfaction in family devotions, public worship, and service to the church. |

Study each of the objectives until you can write from memory eight of the ten.

Value-based counseling. It is assumed by many seeking counsel, whether they be identified with the church or not, that the church-related counselors operate from a value-based stance. This author believes that all counselors operate from a value-base. The degree to which that value-base shows varies from one counselor to another. In fairness to yourself and your counselees, you must be aware of the value-base that influences your thinking. What is your

value-base? Crabb, writing from an evangelical stance, shows his value-base when he wrote,

We must develop a solidly biblical approach to counseling, one which draws from secular psychology without betraying its Scriptural premise, one which realistically faces the deep (and not so deep) problems of people and honestly evaluates its success in dealing with them, and, most importantly, one which clings passionately and unswervingly to belief in an inerrant Bible and an all-sufficient Christ.⁶

Exercise Number 6

If you agree with the statement by Crabb presented above, write in this block your paraphrased, personalized version of his approach to counseling. If you differ with Crabb, explain your own views.

I believe

⁶Crabb, p.

Most likely, in Exercise Number 6 you indicated certain assumptions or beliefs which you have about counseling, about God, and about mankind, yourself included. You think and operate from some value-base.

Coleman was speaking of the value-base of the individual when he said,

Each individual gradually builds up a unique frame of reference--a set of basic assumptions concerning fact, possibility, and value--which provide him with a coherent picture of himself and his world. . . . These basic assumptions may be accurate or inaccurate, conscious or unconscious, and rigidly maintained or tentative and subject to disproof. . . . Whatever their character, they color his perception of each new situation and influence his reactions to it.⁷

You have a value-system, explicit or implicit, which influences you to some degree throughout life. Conceptions of what constitutes the preferable, appropriate, significant, good, right, and desirable affect all people, including counselors and counselees. Coleman states that "in selecting goals, in choosing means for reaching them, in resolving conflicts," the individual is influenced "by what he sees as having value."⁸

Integrity demands that there be an acknowledgement of the fact that counseling by church leaders is value-based. Adams, writing a textbook for church counselors, states the theological value-base system from which he writes and counsels.⁹ It will be a mistake to assume that all who come to you for counseling will have the same value-base that you have. You will not try to conceal your values nor coerce the counselee to accept them as his own.

In order to understand your own value-base, you will benefit from careful reflection of what you have previously studied in philosophy and psychology concerning the nature of man. Is man basically good or evil, rational or irrational, free or determined?

How free is man? One of the most important aspects of the nature of man is the issue of how free is a person to make his own choices.

⁷James C. Coleman, Psychology and Effective Behavior (Atlanta: Scott, Foresman and Company, 1969). p. 437.

⁸Coleman, p. 438.

⁹Jay E. Adams, The Christian Counselor's Manual (Grand Rapids: Baker Book House, 1973), p. 34.

How free were you to make your own choices? The following exercise is designed to help you clarify what you believe about your own freedom of choice.

Exercise Number 7

On paper supplied by you, write an autobiography to be presented to your teacher in which you tell of the influences and circumstances associated with five of the most important choices of your life. One paragraph for each choice will be sufficient. Use any of the following expressions within each paragraph to characterize the degree of freedom experienced on each of the five occasions: "The influences being what they were, I really did not have a choice," "While greatly influenced by others, I chose," "While influenced by others, I chose," or "Without influence from others, I chose."

Exercise Number 8

In this block, list some of the values that helped influence the decisions mentioned by you in the previous exercise.

There are two reasons why counseling by church leaders can be called a value-based approach to counseling.

1. Church leaders recognize that counseling and decision-making occur in a context of values--values of counselees, counselors, and other significant people.
2. Church counselors are committed to a specific body of values.

Exercise Number 9

Review the unit-level competencies until you are confident that you can master each item mentioned among the unit-level competencies.

Ask your instructor for an opportunity to take the post-assessment for the unit.

The particular post-assessment presented on the next page, and the ones presented elsewhere in this syllabus for other units, were used on the occasion of the first administration of these units, with slight revision resulting from feedback from that administration. They appear in this syllabus merely as samples of what you might expect when you take your post-assessments. In some instances the post-assessments presented here will be identical to the ones you will take. In all instances, the post-assessments and the pre-assessments indicate the type of post-assessments which you will be given. If you have mastered the competencies listed at the beginning of the unit, you will be able to demonstrate that mastery when you take the post-assessment.

Post-assessment

1. Define counseling by church leaders.
2. List eight of the ten possible objectives of counseling as performed by church leaders.
3. Explain why counseling by church leaders may be called a value-based approach to counseling.
4. Differentiate between counseling by church leaders and other types of counseling.

Revision

Your teacher is interested in knowing how helpful this unit of study has been to you. Please respond to the following:

Do you feel that this unit of study on counseling by church leaders is relevant to the counseling class? Yes _____ No _____

Do you feel that this unit of study will be beneficial to you in the future? Yes _____ No _____

Were the sections of the unit (listed below) helpful to you?

<u>Section</u>	<u>Yes</u>	<u>No</u>	<u>If no, please explain</u>
Rationale for unit	_____	_____	_____
Objectives	_____	_____	_____
Pre-assessment	_____	_____	_____
Learning activities			
Reading from Shertzer and Stone	_____	_____	_____
Definition of counseling by a church leader	_____	_____	_____
Ten objectives of counseling by a church leader	_____	_____	_____
Emphasis on value-based nature of church-related counseling	_____	_____	_____
Post-assessment	_____	_____	_____
Revision sheet (this one)	_____	_____	_____
Other comment or suggestions are welcome	_____		

Unit 2

The Helping Relationship

Rationale

Have you observed how some church leaders contribute so much to the personal growth of other people while working with them on an individual basis? Have you also noticed that other leaders with good intentions are not very helpful? How do you account for the fact that some leaders are so consistently helpful in interpersonal relationships? What are those characteristics that contribute to a helping relationship? Would you like to know what characteristics are consistently helpful and what characteristics are not helpful? This unit of study has been designed to enable you to both identify helping characteristics and to facilitate their development within you.

Objectives

Course-level competence. Upon the completion of this course, you will be able to demonstrate that you can provide a helping relationship for another person.

Unit-level competencies. Upon the completion of this unit, you will be able to:

1. Explain what counseling psychologists mean by a helping relationship.
2. Write from memory eight of the ten characteristics of the helping relationship as presented by Shertzer and Stone.
3. Design a helping relationship for a troubled person, utilizing the ten characteristics of the helping relationship.
4. Demonstrate that you can provide a helping relationship for another person.

Learning Activities

Carl R. Rogers defines a helping relationship as one "in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, and improved coping with life of the other." With a definition as broad as this one, it is apparent that those attempting to perform helping relationships are legion and those for whom the help is intended include all people. Our goal should be to provide each individual with the help needed.

Rogers asked, "What are the characteristics of those relationships which do help, which do facilitate growth?" He observed that even though the amount of research on the subject has been limited, yet that which has been done is somewhat stimulating and suggestive. For instance, the Baldwin study (1945) at the Fels Institute found that the "acceptant-democratic" attitude in parents resulted in children with an increasing I. Q., more originality, and a higher level of emotional stability. Conversely, it was found that the "actively-rejectant" parental attitude resulted in children with a somewhat decelerated development in intelligence, less originality, and greater amounts of rebellion, aggression, and quarrelsomeness. Rogers suggests that those findings may be generalized to apply to other helping relationships, such as that of a counselor, physician, or administrator.

Research concerned with the degree of success that young resident physicians were having in their work with schizophrenic patients on a psychiatric ward was conducted by Whitehorn and Betz (1954 and 1956). For their study they selected the seven physicians considered the most successful and the seven regarded the least successful in their therapy. It was found that the seven more successful physicians made greater use of active personal participation, were more interested in what the patients' behavior meant to the patients, and were more oriented to the personality of the patients, whereas the less successful physicians had greater interest in case histories, descriptive diagnosis, interpretation, and the giving of instruction and advice.

The Heine (1953) investigation of clients who had gone to psychoanalytic, client-centered, and Adlerian therapists is especially significant because of its focus upon the clients' perceptions of the relationship. The clients differed in their explanations of what contributed to their improvement, depending upon the theoretical viewpoint of the therapist, but they had high agreement regarding the factors which they found helpful in the relationship and also the factors which they found which were not helpful. Characteristics of the helping relationship included the following: a sense of trust which they felt for the therapist, a feeling that they were being understood, a feeling of freedom to make decisions, and clarifications of the therapist. They perceived lack of interest, remoteness, too much sympathy, direct advice of therapist, and an over-interest in past history as unhelpful to them.

Fiedler (1953) found the following helping characteristics more prominent in expert therapists than in less expert therapists, regardless of their differing orientations: "an ability to understand the client's meanings and feelings, a sensitivity to the client's attitudes, a warm interest without an emotional over-involvement." Somewhat related to the foregoing, Quinn (1950) shows that "understanding the client's meanings and feelings" is basically the same as "desiring to understand." Seeman (1954) reported that there is a correlation between successful psychotherapy and the feelings of liking and respect found in the relationship.¹⁰

All of the previous studies would tend to build up a rather strong case for certain characteristics as facilitating a helping relationship.

Helping relationship defined. Your successful performance of the following exercise is dependent upon your reading "Helping Relationship Defined" from Shertzer and Stone's book, Fundamentals of Counseling, Second Edition, pp. 5-8 (See reserve shelf).

Exercise Number 1

Study how both Rogers and Benjamin define the helping relationship. In this block write a summary of what those two psychologists mean by a helping relationship.

¹⁰ Carl R. Rogers, "The Characteristics of a Helping Relationship," in the Morris I. Stein (Ed.), Contemporary Psychotherapies (New York: The Free Press of Glencoe, 1961), pp. 95-112.

Exercise Number 2

While you study the ten characteristics of the helping relationship as presented by Shertzer and Stone, think of a particular person in need of counseling for whom you could provide a helping relationship. Using a fictitious name for the person and exercising sufficient controls for confidential treatment of what you write, personalize each of the ten characteristics of the helping relationship. Study the sample model which immediately follows this block so that you will understand what you are to do. Use the "Personalizing the Helping Relationship" form which follows that sample to complete this assignment.

CONFIDENTIAL

(Sample Model)

PERSONALIZING THE HELPING RELATIONSHIP

Betty, a member of the group
 (Fictitious name of real person) (What is person to you?)
where I am youth minister, needs to be able to
 (Objective or objectives to be
demonstrate ability to communicate with others in the
 achieved. See Unit 1, p. 15 for examples of objectives)
youth group without seeming to attack them.
She has asked for my help on this subject. I have
 (How do you know it is a problem?)
observed her communicating in an attacking way.

1. The helping relationship is meaningful. Accepting her
 (Personalize your
request seriously, I plan to be available
 comments)
with the time and effort necessary to help her.
I will take a personal interest in her and in
the solution of her problem.

2. Affect is evident in a helping relationship. I will
 (Personalize your
demonstrate warm, caring, positive
 comments)
feelings for Betty as a person.
I will be sensitive to her feelings.

3. Integrity of person is present in the helping relationship. I
 (Personalize your comments)
will be intellectually and emotionally
honest with Betty. She will be able to
trust me as a non-deceptive person.

(This is the only page of the sample model)

CONFIDENTIAL

PERSONALIZING THE HELPING RELATIONSHIP

 (Fictitious name of real person) (What is person to you?)

 (Objective or objectives to be
 achieved. See Unit 1, p.15 for examples of objectives)

 (How do you know it is a problem?)

1. The helping relationship is meaningful.

 (Personalize your

comments)

2. Affect is evident in a helping relationship.

 (Personalize your

comments)

3. Integrity of person is present in the helping relationship. _____

 (Personalize your comments)

4. The helping relationship takes place by the mutual consent of the individuals involved. _____

(Personalize your comments)

5. The relationship takes place because the individual to be helped needs information, instruction, advice, assistance, understanding, and/or treatment from the other. _____

(Personalize your comments)

6. The helping relationship is conducted through communication and interaction. _____

(Personalize your comments)

7. Structure is evident in the helping relationship. _____

(Personalize your comments)

8. Collaborative effort marks the helping relationship. _____

(Personalize your comments)

9. The helping person is approachable and secure as a person.

(Personalize your comments)

10. Change is the object of the helping relationship.

(Personalize

your comments)

Exercise Number 3

Now that you have described the helping relationship you desire to provide for another human being, please proceed to develop that relationship. When you can respond in the affirmative to seven of the ten following questions (based upon the ten characteristics of a helping relationship previously studied), you will have demonstrated that you can provide a helping relationship for a person needing counseling.

My opinion is that during the relationship with the counselor the following conditions were present:

Yes No

- | | | |
|-----|-----|--|
| ___ | ___ | 1. The relationship was meaningful. |
| ___ | ___ | 2. Affect was evident. |
| ___ | ___ | 3. Integrity of person was present. |
| ___ | ___ | 4. Mutual consent of individuals was present. |
| ___ | ___ | 5. The other person needed either information, instruction, advice, assistance, understanding, or treatment. |

- | <u>Yes</u> | <u>No</u> | |
|------------|-----------|--|
| ___ | ___ | 6. Communication and interaction was present. |
| ___ | ___ | 7. Structure was evident. |
| ___ | ___ | 8. Collaborative effort was present. |
| ___ | ___ | 9. You were approachable and secure as a person. |
| ___ | ___ | 10. Change was the object of the relationship. |

Exercise Number 4

Review the unit-level competencies of this unit until you are confident that you can master each item mentioned among the unit-level competencies.

Ask your instructor for an opportunity to take the post-assessment for the unit.

Post-assessment

1. Explain what counseling psychologists mean by a helping relationship.

2. Design a helping relationship for another person, utilizing the ten characteristics of the helping relationship as presented by Shertzer and Stone.

After examining what the student did with Exercise 2 of this unit, the instructor, or a tutor named by him, determines whether or not the student should be certified as being able to design a helping relationship for another person. The signature of the instructor or tutor on the line immediately below indicates mastery.

3. Demonstrate that you can provide a helping relationship for another person.

As a result of observation of the student in an actual or a role-play counseling situation, the instructor, or tutor, certifies that the student can provide a helping relationship for another person, if seven of the ten characteristics of the helping relationship are apparent. The signature of the instructor or tutor on the line immediately below indicates mastery.

Revision

Your teacher is interested in knowing how helpful this unit of study has been to you. Please respond to the following:

Do you feel that this unit of study on the helping relationship is relevant to the counseling class? Yes _____ No _____

Do you feel that this unit of study will be beneficial to you in the future? Yes _____ No _____

Were the sections of the unit (listed below) helpful to you?

<u>Section</u>	<u>Yes</u>	<u>No</u>	<u>If no, please explain</u>
Rationale for unit	_____	_____	_____
Objectives	_____	_____	_____
Pre-assessment	_____	_____	_____
Learning activities			
Reading from Shertzer and Stone	_____	_____	_____
Completing the written exercise on the confidential "Personalizing the Helping Relationship" form	_____	_____	_____
Your providing a helping relationship for another person	_____	_____	_____
Post-assessment	_____	_____	_____
Revision sheet (this one)	_____	_____	_____
Other comments or suggestions are welcomed	_____		

Unit 3

Reflecting of Feeling

Rationale

One of the most serious charges against you that your counselee can make is the charge that you don't understand him. Since it is possible for you to understand your counselee and yet be unable to communicate that understanding, this unit has been planned to teach you, the counselor, how to communicate understanding to the counselee. You communicate understanding by an accurate reflection of feeling. If you are able to reflect the feeling of your counselee he will feel that you are a person who understands. Understanding implies that you care enough to learn about him and his situation and that you know enough to help him. Since he often feels that others do not understand, you are in a choice position to be of special help to him if he perceives that you understand him. The ability to reflect feeling is one of the foundational techniques upon which effective counseling is built.

Objectives

Course-level competence. Upon the completion of this course, you will be able to demonstrate the technique of reflecting feeling in a counseling situation.

Unit-level competencies. Upon the completion of this unit, you will be able to:

1. Differentiate between reflection of feeling responses which are either too shallow or too deep from those responses which are of acceptable depth.
2. Differentiate between negative, positive, and ambivalent feelings of counselees.
3. Select oral reflection of feeling responses which meet the standards of brevity, freshness, depth and consistency, and demonstrate orally those responses in two out of three successive counselee minilogues.

Assumptions. A person who can respond with a reflection of feeling response to a taped minilogue can as easily respond to a "live" person in an on-going counseling session. A person able to respond to two out of three successive taped minilogues can reflect feeling as well as one might expect a person to be able to do upon the completion of his first undergraduate counseling course.

Definition. A minilogue (mini, meaning very small, very short; logue, meaning speaking or writing) is a very brief segment of a counseling session. It can be either an excerpt from a "live" counseling session, or it can be a contrived, simulated excerpt from a counseling session. A counselee minilogue is a very brief segment of counselee talk about a problem situation.

Pre-assessment

The pre-assessment for this unit is performed by using two cassette machines, one as a recorder and the other as a playback machine. Your instructor, or a tutor, will use a playback machine to play a counselee minilogue for you to hear. With the second cassette machine turned-on to record your response, you will be asked to give an oral reflection of feeling response immediately following the counselee minilogue. You will know that it is time for your response when you hear the sound of a bell. Ten seconds following the first sound of the bell you will hear the second sounding of the bell. You are to respond immediately following the first bell. Your reflection of feeling response should occur during the ten-second interval between the bells. Your instructor, or tutor, will evaluate your response and provide you with assessment and further instructions.

Learning Activities

Reflection of feeling is a Rogerian technique used not only by non-directive counselors but by many counselors using an eclectic approach. Authors of counseling textbooks have stated that reflecting of feelings is a skill not commonly used by even the most able people in interpersonal relations, unless they have been clinically taught the skill.¹¹ Reflection is best done when it mirrors the counselee's attitudes back to him in fresh words.

¹¹Lawrence M. Brammer and Everett L. Shostrom, Therapeutic Psychology (Englewood Cliffs: Prentice-Hall, 1964), pp. 174-175.

Scripture contrasts the person who looks in the mirror, sees himself, and immediately forgets what he looks like, with that person who sees and takes action (James 1:22-25). In a similar way the most helpful reflections of feeling result in subsequent purposeful actions. Reflection of feeling is not an end within itself. It is a facilitating technique. It helps facilitate rapport by conveying a message to the counselee which says he is being understood. This rapport enables the counselee to talk freely. It helps facilitate self-confrontation for the counselee, which confrontation has the potential for self-improvement. Since it helps the counselee accept his own feelings as being his, he is less inclined to use the defense mechanism of projection. He is less likely to blame others for his own feelings, however acceptable or unacceptable his feelings have been to him. He can be helped to assume responsibility for his own feelings and actions.

Exercise Number 1

With keen awareness of the unit-level competencies for this unit and with realization of the need to master those competencies, read the following:

Shertzer and Stone, Fundamentals of Counseling (2d ed.; Atlanta: Houghton Mifflin, 1974), pp. 278, 279, and

Brammer and Shostrom, Therapeutic Psychology (Englewood Cliffs: Prentice-Hall, 1964), pp. 174-181. (Reserve shelf)

Four-fold test of reflection of feeling. For the purpose of this unit of study an acceptable reflection of feeling response must pass brevity, freshness, depth, and consistency tests. In order to pass the brevity test for this unit, no reflection of feeling response will be considered acceptable that exceeds either eight words or ten seconds. Although very valid reflection of feeling responses exceed the limits given above, adherence to these limits during this initial training period will prove beneficial. By definition for this unit, any response of nine or more words, or more than ten seconds of time, will not be viewed as a reflection of feeling, even though there may be feeling reflected. Even though valid reflection of content and reflection of feeling can occur in the same response, the emphasis in this unit is upon learning to give a brief reflection of feeling. No reflection of feeling response will meet the brevity test if it contains nine or more words or is not completed within ten seconds of the last syllable of the counselee minilogue.

In order to meet the freshness test the stereotyped "you feel" will be avoided by the counselor. Furthermore, the counselor will not repeat more than four successive words used by the counselee. Although "you feel" and a repetition of successive words used by the counselee have been used successfully by counselors in reflecting feeling, you do not pass the freshness test for this unit if you do either.

Success in the depth test requires that the counselor so identify the depth level of the counselee's feelings that the counselor responds with a reflection of feeling which is neither "too shallow" nor "too deep." It must indicate a correct reading of depth.

The consistency test is concerned with harmony between what the counselee and the counselor say. The counselor's response does not have to say anything about the content of the counselee's remarks, but if it does relate to content, there must be consistency. The response cannot go the wrong direction on a negative-positive continuum. In short, the counselor's response must not deny what the counselee is saying.

Exercise Number 2

By using Cassette Number 1, Side A, the instructor plays a counselee minilogue, personally demonstrates a model reflecting of feeling response, and explains why the specific response was made. The four terms, brevity, freshness, depth, and consistency are written on the chalkboard and an explanation is provided showing how the specific response earlier mentioned meets each of these tests. Individual students are asked to sit in the counselor's chair and respond to taped counselee minilogues played from Cassette Number 1, Side A. All other students rate each response in terms of whether it passes the four-way reflection of feeling test. In addition to peer comments, the instructor critiques each response. When unacceptable responses are given, alternate acceptable responses are suggested by peers and the instructor.

(Note to Instructor: An explanation of how you can prepare your own Cassette Number 1, Sides A and B, is given on the next page of this syllabus.)

(For Teacher of the Class)

How to prepare Cassette Number 1?

The cassette recordings may be produced by planning in advance for each member of the class to come to class one day prepared to play three different counselee minilogue roles. Students will be recorded as they present contrived, simulated excerpts of counselee-talk about problem situations in which they express feeling.

By using a cassette recorder and a student with experience operating it, you can set-up a recording station in a location of relative quietness. With the one student operating the recording equipment and another ringing a simple hand-bell, or sounding some other type of audio signal, the remaining students take turns presenting their counselee minilogues. Immediately following each counselee minilogue the bell, or other audio signal, is sounded, and ten seconds later it is sounded again. As soon as the next student steps into place before the microphone, he can be recorded. With students in line to serve as role-play counselees the recording equipment can run continuously through several minilogues. With each student presenting only one of his minilogues at the time, he can get-into-character to present his next minilogue when his turn comes again. When you come to the half-way point in numbers of available minilogues, or when you fill one side of the cassette with minilogues, whichever occurs first, start recording at the beginning of the second side of the cassette. Now label one side of the cassette as "Side A" and the other as "Side B." By using a cassette copy machine you can produce any number of copies needed. They can be placed on the reserve shelf of the library or distributed in some other way.

In similar fashion counselee recordings of persons not in the class can be used for the pre-assessment and post-assessment.

Exercise Number 3

By using Cassette Number 1, Side B, in a small group setting of from three to five students, with one student in each group serving as a peer leader, replicate Exercise Number 2 until each student gives two out of three responses judged by others in his group as meeting the four-way test of reflecting feeling. When you have successfully achieved this exercise, you are ready to sign your name on the first blank below and obtain signatures of the others in your group.

I, _____, have given two out of three responses judged by others in my group as meeting the four-way test of reflecting feeling.

This is to certify that the person whose signature is immediately above was faithful in attendance at our group meetings, gave proper cooperation with the group and did pass the four-way test of reflecting feeling in two out of three successive responses. (A minimum of two signatures are required below.)

Certified by _____

Post-assessment

Your post-assessment for this unit is identical to your pre-assessment with exception of the particular counselee minilogue used.

Revision

Your teacher is interested in knowing how helpful this unit of study has been to you. Please respond to the following:

Do you feel that this unit of study on reflecting feeling is relevant to the counseling class? Yes _____ No _____

Do you feel that this unit of study will be beneficial to you in the future? Yes _____ No _____

Were the sections of the unit (listed below) helpful to you?

<u>Section</u>	<u>Yes</u>	<u>No</u>	<u>If no, please explain</u>
Rationale for reflecting feeling	_____	_____	_____
Objectives	_____	_____	_____
Pre-assessment	_____	_____	_____
Learning activities			
Reading from Brammer and Shostrom	_____	_____	_____
Reading from Shertzer and Stone	_____	_____	_____
Small group activities	_____	_____	_____
Classroom discussion	_____	_____	_____
Demonstrations of technique	_____	_____	_____
Role playing	_____	_____	_____
Post-assessment	_____	_____	_____
Revision sheet (this one)	_____	_____	_____
Other comments or suggestions are welcomed	_____		

Unit 4

Acceptance Technique

Rationale

Would you like to be able to provide genuine help to individuals whose attitude and behavior differ greatly from your own? Would you like for each counselee to feel free enough with you that he "tells you everything" that he needs to tell you? Do you want your counselees to really feel comfortable in a counseling session with you?

Before long some of you will be serving a counseling practicum in which you will be meeting on a one-to-one basis with individuals who feel great rejection by society. Would you like for them to see you as an understanding, caring person? The ability to show acceptance will enable you to provide a helping relationship for others.

All of us know of people whom we would never tell our problems. We are not sure how they would regard us after hearing about our problems. For most of us, we are fortunate to know someone with whom we can talk when the need arises. Would you like to be that kind of person with whom others can talk with some ease? Mastery of this unit will help you to become that kind of person whom others will perceive as an accepting person.

Objectives

Course-level competence. Upon the completion of this course, you will be able to demonstrate the technique of acceptance in a counseling situation.

Unit-level competencies. Upon the completion of this unit, you will be able to:

1. Define acceptance as explained by Carl Rogers.
2. Differentiate between acceptance and such terms as approval, neutrality, sympathy, and tolerance.

3. Explain what Brammer and Shostrom call the "three major observable elements of acceptance technique."
4. Demonstrate mastery of the technique of acceptance in no less than five minutes of simulated counseling.

Pre-assessment

There are two parts of the pre-assessment for this unit. Part I of the pre-assessment, the written part, is presented in this syllabus. Part II consists of a five-minute demonstration by you in the role of a counselor in a counseling simulation. It is designed to assess the degree of mastery of acceptance technique. Since there must be evidence of mastery of the complete unit for a person to be exempted from the unit, individuals demonstrating less than mastery on the first part of the pre-assessment material will not take Part II of the pre-assessment.

Part I. Answer each of the questions below.

1. What does Carl Rogers mean by acceptance?
2. Identify and carefully discuss what Brammer and Shostrom call the "three major observable elements of acceptance technique."
3. Check the response that best describes how you feel about your knowledge of acceptance.
 - a. ____ I am greatly dissatisfied with my knowledge of acceptance.
 - b. ____ I am dissatisfied with my knowledge of acceptance.
 - c. ____ I am neither dissatisfied nor satisfied with my knowledge of acceptance.
 - d. ____ I am satisfied with my knowledge of acceptance.
 - e. ____ I am greatly satisfied with my knowledge of acceptance.

4. Check the response that best describes how you feel about your ability to show acceptance.

- a. _____ I am greatly dissatisfied with my ability to show acceptance.
- b. _____ I am dissatisfied with my ability to show acceptance
- c. _____ I am neither dissatisfied nor satisfied with my ability to show acceptance.
- d. _____ I am satisfied with my ability to show acceptance.
- e. _____ I am greatly satisfied with my ability to show acceptance.

Learning Activities

Acceptance is described in counseling literature both as an attitude and as a technique. As an attitude, acceptance of a person includes such positive feelings toward him as feelings that he is of infinite worth and dignity. Furthermore, it is an attitude implying that the counselee has the freedom to choose for himself, possesses the potential for wise choices, and is responsible for his choices. Acceptance, as a technique, involves things a counselor does to convey to the counselee an attitude of acceptance.

Much of the present emphasis upon acceptance is traceable to Carl Rogers, who about one-quarter century ago defined acceptance of an individual as "a warm regard for him as a person of unconditional self-worth--of value no matter what his condition, his behavior or his feelings." He further explained acceptance as "a respect and liking for him as a separate person, a willingness for him to possess his own feelings in his own way."¹²

¹²Carl R. Rogers, On Becoming a Person (Boston: Houghton Mifflin, 1961), p. 34.

Exercise Number 1

If the counselor is accepting of the counselee, according to the Rogerian definition given on the previous page, which ones of the following statements are true? Circle the corresponding number for each statement which is true. If you need to restudy the definition by Rogers, please do so.

1. The counselor sees the counselee as a person of great worth even if the counselee often gets drunk and beats his wife and children.
2. The counselor shows respect for a known homosexual who comes to him for counseling.
3. The counselor indicates approval of the behavior of a counselee who confesses that he cheated on his income tax form.
4. The counselor indicates no sense of shock when the counselee tells of deep negative feelings that he has against his mother.
5. The counselor makes no effort to persuade the counselee that he really doesn't feel what he says that he does feel.

You should have indicated that the first two and last two statements in Exercise Number 1 are consistent with the Rogerian position regarding acceptance. Statement Number 4 is not correct. Although you accept people as being of great worth, regardless of what they believe or do, this does not mean that you grant approval. From Rogers' non-directive vantage point, it is to be remembered that although the counselor is to demonstrate acceptance of his client regardless of his behavior, the counselor is not in the business of granting approval or disapproval. He is to be non-judgmental.

Exercise Number 2

In this block write a paraphrase of Rogers' definition of acceptance, personalizing the definition to you as the counselor.

Exercise Number 3

Without referring to the previous material, write in this block Rogers' definition of acceptance.

Now check your answer with Rogers' definition.

Exercise Number 4

Without referring to the previous material, now write in this block Rogers' definition of acceptance.

Now check your answer. Write and re-write the definition until you have mastered its essence.

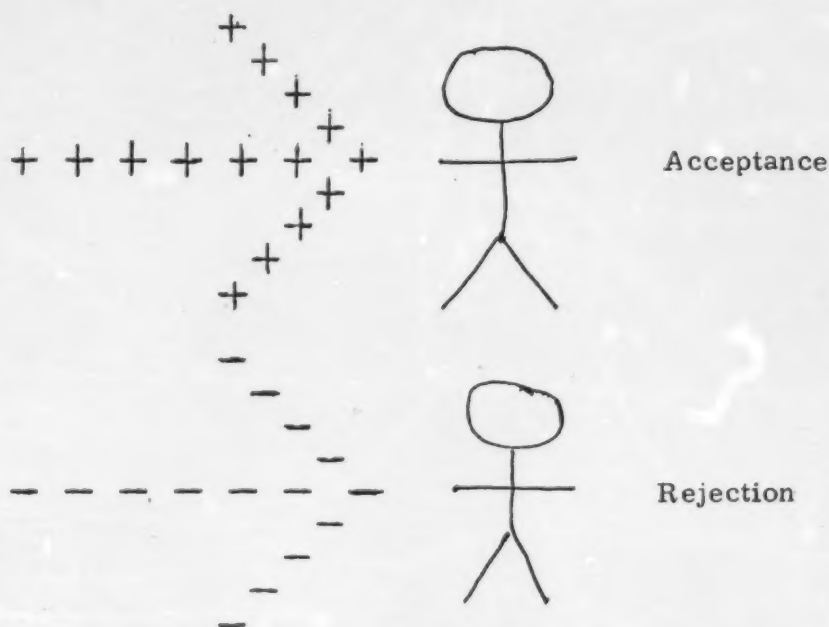
Even value-based counselors, like yourselves, can be non-judgmental by either (1) suspending judgment until later, believing that it is strategically wiser, (2) relegating all judgment to the domain of God, or others, or (3) taking a non-judgmental attitudinal stance which focuses primary emphasis upon accepting the counselee as a person of worth, yet without denying any wrong.

Acceptance is not approval, Webster's dictionary to the contrary. In order for us to understand the difference between approval and acceptance, consider the example of Jesus, who showed love and acceptance of people even when he did not approve of what they did. It

has been said that while Jesus hated sin more than anyone else, he loved sinners more than anyone else. He ascribed dignity and worth to an adulterous woman without approving of the life that she had lived. It was not an attitude of "what you have done has my approval, therefore I accept you." Rather, it was an attitude that implied that "although I do not approve what you have done, I do not condemn you, go and sin no more" (John 8:11).

Exercise Number 5

Study the following illustrations of acceptance and rejection. What do the illustrations mean?



Fill in the blanks: Whereas acceptance consists of _____
 feelings toward a person, rejection consists of _____
 feelings toward a person.

Yes, acceptance consists of positive feelings toward a person and rejection consists of negative feelings toward another person.

Exercise Number 6

Using the symbol of $\div$ to represent the positive feelings toward a counselee, list four positive feelings found in acceptance.

$\div$ _____ $\div$ _____
 $\div$ _____ $\div$ _____

Authors of pastoral counseling literature often describe acceptance in Rogerian language, augmenting the definition with theological implications. One such author, Gary Collins, in explaining how acceptance was different from approval said that "we may not like a person's opinions and may conclude that his past behavior is repulsive . . . but we must accept him as a person whom God loves and for whom Christ died."¹³

Exercise Number 7

Write your definition of acceptance.

Acceptance is not approval, neutrality, sympathy, or tolerance. Even though you do not approve of what a counselee thinks, says, or does, you are more helpful if you accept him as a person of great worth. Whereas neutrality implies neither positive nor negative feelings, acceptance of a counselee involves a warm, positive regard

¹³ Gary Collins, Effective Counseling (Carol Stream, Illinois: Creation House, 1972), p. 19.

for him. Acceptance differs from an emotionally-involved sympathy. The putting-up-with implication associated with tolerance is different from acceptance. Read pages 159-160 of Therapeutic Psychology by **Brammer** and Shostrom for more details concerning what acceptance is not.

Exercise Number 8 (Performed in a group of from three to five students)

Discuss the material on pages 159-160 mentioned immediately above until each participant can differentiate between acceptance and each of the following: approval, neutrality, sympathy, and tolerance. When you have successfully achieved this exercise, sign your name on the first line and obtain signatures of no fewer than two others in your group.

Your name _____

Certified by _____

Acceptance, as a technique, involves things a counselor does to convey an attitude of acceptance. Brammer and Shostrom describe three major observable elements of acceptance technique. They are (1) facial expression, (2) tone of voice, and (3) distance and posture. Study "Elements of Acceptance Technique" on page 182 of Brammer and Shostrom, anticipating the following exercise.

Exercise Number 9 (Performed in a group of from three to five students)

Based upon the preceding reading, develop a brief skit (not to exceed four minutes in length) consisting of two scenes with Scene 1 portraying non-acceptance counseling techniques and Scene 2 portraying acceptance counseling techniques. Act out the skit. Discuss the three elements of acceptance technique until each participant is able to identify and explain all three elements.

Exercise Number 10

Review the unit-level competencies for this unit until you are confident that you can master each item mentioned among the unit-level competencies.

Ask your instructor for an opportunity to take the post-assessment for the unit.

Revision

Your teacher is interested in knowing how helpful this unit of study has been to you. Please respond to the following:

Do you feel that this unit of study on acceptance technique is relevant to the counseling class? Yes _____ No _____

Do you feel that this unit of study will be beneficial to you in the future? Yes _____ No _____

Were the sections of the unit (listed below) helpful to you?

<u>Section</u>	<u>Yes</u>	<u>No</u>	<u>If no, please explain</u>
Rationale for unit	_____	_____	_____
Objectives	_____	_____	_____
Pre-assessment	_____	_____	_____
Learning activities			
Reading from Brammer and Shostrom	_____	_____	_____
Reading from Shertzer and Stone	_____	_____	_____
Demonstrations of technique	_____	_____	_____
Role playing	_____	_____	_____
Classroom discussion	_____	_____	_____
Small group activities	_____	_____	_____
Post-assessment	_____	_____	_____
Revision sheet (this one)	_____	_____	_____
Other comments or suggestions are welcome	_____		

Unit 5

Counseling with PrisonersRationale

In a few days you will be face-to-face in a counseling session with a prisoner. You may be asking such questions as to whether you will be able to really help him, whether that prisoner will want to come back to you for counseling for a second session, or whether you can demonstrate that you care and understand the prisoner. Would you feel more comfortable about counseling with prisoners if you knew more about the prison system, prison life, and the needs of prisoners?

Since you will be expected to do a significant amount of counseling in the future, it is important that your counseling practicum be so satisfying that it leaves you with the feeling that you are competent in counseling. This unit of study is designed to prepare you for success in counseling with prisoners.

Objectives

Upon the completion of this unit, you will be able to:

1. Describe the prison system in America.
2. Contrast the typical life of a prisoner with life as you experience it.
3. Identify special needs that most prisoners have in common.
4. Define ten of the most commonly used criminal and/or prison-related terms used by prisoners in counseling sessions.
5. Express satisfaction with this unit of study as a meaningful contribution by your preparation for the counseling practicum.

Pre-assessment

On paper supplied by you, write the answers to the first three questions, allowing one-third of a page for each.

1. Describe the prison system in America.
2. Contrast the typical life of a prisoner with life as you experience it.
3. Identify special needs that most prisoners have in common.

Write the answers to Questions 4 and 4 on this sheet of paper.

4. Define each of the following terms as you perceive the term will be used by prisoners:

- a. under gun
- b. work release
- c. the captain
- d. corrections
- e. felony

5. Check the response that best describes how you feel about your knowledge of the prison system, prison life, and needs of prisoners as a condition of readiness to serve a practicum as a counselor of prisoners.

- a. _____ I am greatly dissatisfied with my knowledge of the prison system, prison life, and needs of prisoners.
- b. _____ I am dissatisfied with my knowledge of the prison system, prison life, and needs of prisoners.
- c. _____ I have neither dissatisfied nor satisfied feelings with my knowledge of the prison system, prison life, and needs of prisoners, or the dissatisfied and satisfied feelings tend to be about equal.
- d. _____ I am satisfied with my knowledge of the prison system, prison life, and needs of prisoners.
- e. _____ I am greatly satisfied with my knowledge of the prison system, prison life, and needs of prisoners.

Learning Activities

Early settlers of America, influenced by their European background, sentenced violators of the law to jail, or to the pillory, the stocks, the whipping post, the ducking stool, or some other exposure to public scorn. The purpose of the sentence was to elicit expiating suffering from the offender. No one was given a long prison sentence. Minor offenders were given short imprisonment sentences or corporal punishment. Typical of the colonial period, a 1741 law required each North Carolina county to have a courthouse, a prison, and stocks. The jails were mostly populated with vagrants, debtors, and run-away slaves. The chief function of the jails was to hold individuals awaiting trial or sentence. Inmates were often crowded together in small rooms. They were responsible for buying their own food or having it supplied by persons sympathetic to them.

The beginning of the modern prison system is said to have begun in 1890 when the Pennsylvania state legislature converted a local jail in Philadelphia into the state penitentiary to house felons. One year later a bill designed to establish a state penitentiary for North Carolina failed to be passed. An 1868 constitutional revision in North Carolina abolished all forms of corporal punishment, limited the death penalty to arson, murder, rape, and burglary, and made provisions for a state prison. Although the present site upon which Central Prison stands was purchased in 1870, with construction beginning that same year, it was not until December, 1884 that construction was completed. With the commencement of the state prison system individuals, who earlier would have been subjected to corporal punishment, were imprisoned for an extended period of time. There was a shift away from the old punitive emphasis to a more rehabilitative one.

From 1933 until 1957 the state highway department and the state prison system in North Carolina were parts of the same state agency. This was the period when great numbers of prisoners worked on the state roads.¹⁴

Today each county in North Carolina still has its own jail, except in certain instances where there is a joint effort between counties to maintain jail facilities. For instance, Pasquotank, Camden, and Perquiman counties operate the tri-county jail in Elizabeth City. Local jails continue to hold individuals awaiting trial and those sentenced to short terms for minor offenses. Persons sentenced to longer terms are sent to Central Prison at Raleigh. From there many are sent out to individual prison units, such as

¹Allan Ashman, "North Carolina Jails and Prisons--A Brief History," Popular Government, February, 1968, pp. 13-16.

the Maple unit in Currituck county where some of you will serve your counseling practicum and the Gates unit where others of you will be serving your practicum. Those units, scattered throughout the state, are rated as maximum, medium, or minimum security prison units. The Maple unit at present is a medium security unit, primarily used to house "under gun" status inmates. When a prisoner reaches the "honor grade" status, he is sent to a minimum security unit, like the Gates county unit, where he enjoys greater freedom. A significant number of inmates incarcerated at the Gates unit are on "work release," which means that they work for employers in the general area and report to camp at the close of the day to spend the night.

The exercises of this unit have been prepared in response to student-expressed needs for "more information about prisons and prisoners" before going to the prison to counsel with prisoners. There is a core of outside reading required for this unit. In each instance, please study the objectives to be achieved by the reading before you begin your reading.

Exercise Number 1

Read the special report, "Crisis in the Prisons: Not Enough Room for All the Criminals," U. S. News and World Report, November 28, 1977. As a result of reading and studying the article, you should be able to:

1. Write from memory at least three crimes commonly occurring in American prisons and explain why they can easily occur in that setting.
2. Contrast the current attitude of the typical state legislature with that of the federal courts regarding prison reform and indicate your own attitude on the subject.
3. Write a brief paragraph identifying the conditions existing in most of the maximum-security prisons visited by staff members of U. S. News and World Report.
4. Compare and/or contrast the two North Carolina prison units presented in the report.
5. Contrast the conditions at the Corona prison with conditions at the other unit described.
6. Select the one unit from among the eight presented that you would prefer to work as a counselor and explain the rationale for that choice.
7. Contrast the typical life of a prisoner with life as you experience it.

Exercise Number 2 (Performed in a group of from three to five students)

Under the direction of a peer leader (selected from among the membership of the group by mutual consent) go over the answers to the seven questions found in Exercise 1 until there is agreement of what constitutes the correct response.

Exercise Number 3

Read pages 25-69 of A Christian's Guide to Effective Jail and Prison Ministries by Dale K. Pace. While reading the material look for the terms listed below. If you have difficulty understanding the terms look them up in a dictionary.

arrest, booking, interrogation, arraignment, felony, misdemeanor, preliminary hearing, indictment, due process, incarcerated, plea bargaining, correctional institutions, jails, juvenile institutions, maximum security, medium security, minimum security, state correctional institutions, federal correctional institutions, probation, parole, study-release, and work release.

While reading the material, concentrate upon trying to gain enough information so you can talk for five-minutes without looking at notes informing someone else concerning what you have read.

As a supplementary exercise to reinforce what you are learning in this unit, you may read "Anatomy of a Correctional System," pages 26-31 of Ministering to Prisoners and Their Families by Kandle and Cassler, found on the Reserve shelf of the library.

Exercise Number 4 (Performed in a group of from three to five students and sub-groups of from two to three students)

Sub-divide so that you have two of you together, or no more than three at the most. Without notes or the text, interact with each other for 12 minutes concerning the aim and content of chapters 2, 3, and 4 (same as pages 25-69) of the Pace book.

Upon leaving your sub-group, go to the three-to-five-students group and together discuss what constitutes a proper answer to Objection Number 1 for this unit. Anyone not satisfied that he can give a proper answer to Objection Number 1 should be given individual help by his group leader or someone designated by him.

Exercise Number 5

Read Chapter 3, pages 32-44, "Cauldrons of Emotion," from the Kandle and Cassler book. While reading the chapter, have before you the following list of special needs of most prisoners. Make mental note of why each of the seven needs of prisoners may be said to correlate rather well with the ten traits associated with prisoners mentioned in the book.

Special Needs of Most Prisoners

1. A need to deal with deep feelings of resentment toward authority.
2. A need to learn how to accept praise and approval.
3. A need to find acceptable ways of showing manhood or womanhood.
4. A need to learn how to enjoy the simple and available benefits of life.
5. A need to feel successful.
6. A need for friendship with someone external to the prison.
7. A need for guidance.

Exercise Number 6 (Performed in small groups of from three to five students)

Discuss the aim and content of Chapter 3 of Kandle and Cassler and compare the list which he gives with the seven special needs of most prisoners mentioned in Exercise Number 5.

Sub-divide so that you have two of you together, or no more than three at the most. Recite by memory all seven special needs of most prisoners. Continue until each person can say all seven.

Exercise Number 7

Browse through and/or read the "Scrapbook on Prisons" found on the Reserve shelf of the library.

When you have done these things ask your instructor for an opportunity of taking the post-assessment.

Revision

Your teacher is interested in knowing how helpful this unit of study has been to you. Please respond to the following:

Do you feel that this unit of study on counseling with prisoners is relevant to the counseling class? Yes _____ No _____

Do you feel that this unit of study will be beneficial to you in the practicum? Yes _____ No _____

Were the sections of the unit (listed below) helpful to you?

<u>Section</u>	<u>Yes</u>	<u>No</u>	<u>If no, please explain</u>
Rationale for unit	_____	_____	_____
Objectives	_____	_____	_____
Pre-assessment	_____	_____	_____
Learning activities			
<u>Reading from U. S. News</u> <u>and World Report</u>	_____	_____	_____
Reading from Dale Pace's book	_____	_____	_____
Reading from Kandle and Cassler	_____	_____	_____
Small group activities	_____	_____	_____
Classroom discussion	_____	_____	_____
Post-assessment	_____	_____	_____
Revision sheet (this one)	_____	_____	_____
Other comments or suggestions are welcome _____			

Unit 6

Counseling Readiness

Rationale

The final test of the effectiveness of this course of study will soon occur. Your teacher will not assign a letter grade, or numerical score, for the final test of the effectiveness of this counseling course. Although there will be the assigning of a grade for the course based upon the activities you have performed under the supervision of your teacher, the final test of the effectiveness of this course will occur after this semester has ended. In a few days this counseling course will be completed and you will be counseling without the supervision of your teacher. What you do under those circumstances will indicate the effectiveness of the course. Your counselees will perceive you as a church leader performing counseling services. It is important that you be able to help facilitate the improved functioning of those who seek your help.

The purpose of this unit is to help provide you with a readiness for counseling without the supervision of your teacher. In order to achieve this purpose, this unit will include both review and application activities.

Objectives

Unit-level and course-level competencies. Upon the completion of this unit you will be able to:

1. Differentiate between counseling by church leaders and other types of counseling.
2. Demonstrate that you can provide a helping relationship for another person.
3. Demonstrate the technique of reflecting feeling in a counseling situation.
4. Demonstrate mastery of the technique of acceptance in a counseling situation.

Pre-assessment

Unlike the previous individualized units, there will not be a formal pre-assessment for Unit 6. Another way of viewing the situation is that since this is a review and application unit, you took the pre-assessment for this unit when you took pre-assessments for the previous units. In your post-assessments of the previous units you demonstrated a high degree of mastery of the competencies cited for this unit. The function of this unit is to further reinforce those competencies and provide you with an opportunity to apply and practice them.

Learning Activities

The first exercise included among the learning activities should help you explain the nature of counseling by church leaders, differentiating it from other types of counseling.

Exercise Number 1 (Performed either in class with the instructor leading the discussion, or in a smaller group under the direction of a tutor/discussion leader named by the instructor)

The group leader explains that (1) this discussion has been designed as a comprehensive review of principles taught in the assigned reading, principles learned from these individualized learning units, and principles taught in class lectures, and (2) this discussion will provide each student with 26 easy-to-remember, alphabetized descriptors of counseling by church leaders.

Discuss the ABC's of Church-Related Counseling, which follows:

Accentuate Acceptance	Guide with Gentleness
Bear Burdens	Hold forth Hope
Contain Confidence	Insist upon counselee Initiative
Dare to Differ	Judge not that ye be not Judged
Evaluate Effectiveness	Know Kindness
Foster the Faith	Listen and you both Learn

(Exercise continued on next page)

(Exercise Number 1, continued from previous page)

Model the Master	Take Time
Notice Needs	Urge Understanding
Offer Options	Value Values
Pray for Perceptiveness	Wait for problem Willingly
Quell Quarrelsomeness	Xpect some Inconsistencies
Reinforce Responsibility	Yank not Information
Show Sincerity	Zero in on the Issue

Exercise Number 2 (Performed individually)

Most of the 26 descriptors cited earlier in the ABC's of church-related counseling are also included in types of counseling other than counseling by church leaders. However, certain ones of the 26 seem almost exclusive to counseling by church leaders. Underscore three that appear to be the most exclusively associated with counseling by a church leader.

The correct answer to the previous exercise is found at the bottom of the next page.

Exercise Number 3

In order to better differentiate between counseling by church leaders and other types of counseling, review (1) the definition of counseling in general which you wrote in Unit 1, Exercise 1, (2) the definition of counseling by a church leader, Unit 1, Exercise 3, (3) the ten possible objectives of counseling by church leaders listed in Unit 1, and (4) Exercises 1 and 2 of this unit. Use this block to differentiate between counseling by church leaders and other types of counseling.

(You may use back side of this page to complete the exercise.)

Exercise Number 4

Review Unit 2, Exercises 1, 2, and 3, with awareness that you will be rated by your instructor, a tutor, or by peer observers on the basis of whether you are able to provide a helping relationship for a troubled person. The ten characteristics of the helping relationship identified in Unit 2 will serve as the criteria by which you will be rated.

Exercise Number 5

Review Unit 3, giving special attention to the four-fold test of reflecting feeling. If you question your ability to meet that test, engage in role-play situations providing you with the opportunity to exercise the skills involved in reflection of feeling.

Exercise Number 6

Review Unit 4, giving special attention to what Brammer and Shostrom call the three major observable elements of acceptance technique: facial expression, tone of voice, and distance and posture. Be aware of the fact that a subsequent counseling situation will be arranged for you to demonstrate your ability to show acceptance.

Answer to Exercise 2. You should have included "Foster the Faith," "Model the Master," and "Pray for Perceptiveness." Although "Bear Burdens" and "Judge not that ye be not Judged" are Biblical injunctions included in church-related counseling, significant numbers of other counselors also use those principles. Although church-related counselors operate from the highest value-base, they are not alone in "valuing their values." For instance, the non-directivist values human worth and dignity, and the right of each client to make his own choices.

Exercise Number 7 (Performed in groups of from three to five students rotating between playing roles as counselee and counselor, and serving as observers)

Practice counseling in sessions of no less than 15 uninterrupted minutes of counseling. Immediately following each session the student playing the role of the counselee and the observers are asked to critique the session according to the items mentioned on the "Counseling Competencies Evaluation" form which is found on the following page.

Rotate the roles until each person has opportunity to counsel one, two, or as many times as needed in order to master the techniques specified.

When you have done these things ask your instructor for an opportunity to take the post-assessment.

Post-assessment

Part 1. Write a full paragraph from memory in which you differentiate between counseling by church leaders and other types of counseling. Paper will be supplied for this assignment.

Part 2. In either a role-play situation, or in actual counseling arranged by your instructor, you will be asked to serve as a counselor for no less than a fifteen-minute interview. Your counseling will be observed and rated according to the "Counseling Competencies Evaluation" form on the next page.

COUNSELING COMPETENCIES EVALUATED

Co _____ Ce _____ Rater _____

Number of minutes observed _____ Date _____
(no less than 15)Was the evaluation based upon a role-play situation _____, or actual
counseling situation _____?

1. Was the counseling offered consistent with the definition of counseling by a church leader, given immediately below?

It is a face-to-face process in which the Biblical and psychological training and other experience of a church leader enable him to provide a helping relationship for a counselee, whether a member of the church or not, to better understand himself and his situation, and therefore initiate a course of action satisfying to himself and consistent with Christian values.

Yes _____ No _____

2. Based upon the criteria of a helping relationship given below, was there evidence that the interview was going in that direction?

Was there meaningfulness in the relationship, affect and integrity of the counselor, mutual consent, communication and interaction, structure, collaborative effort, approachableness, a need to be met, and was change the object of the relationship?

Yes _____ No _____

3. Was there an occasion, or occasions, during the interview when the counselor passed the four-fold test of reflecting feeling?

The reflection being counted did not exceed eight words or ten seconds (brevity test); did not include "you feel" or more than four successive words of the counselee (freshness test); was neither too deep nor too shallow (depth test); and was in harmony (consistency test) with counselee remarks.

Yes _____ No _____

4. Was there evidence during the interview that the counselor demonstrated acceptance technique by proper facial expression, tone of voice, and distance and posture?

Yes _____ No _____

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Type 1 Reading

Type 1 reading consists of literature correlated with both individualized instructional units and class discussion topics. The class agenda sheet and the individualized instructional units include schedules showing when Type 1 reading assignments are due. You will demonstrate comprehension of Type 1 reading in class activities and on quarterly tests.

(Required of all students)

Adams, Jay E. Competent to Counsel. Nutley, N. J.: Presbyterian and Reformed, 1970. (Only pp. 26-61)

Brammer, Lawrence M., and Everett L. Shostrom. Therapeutic Psychology. Englewood Cliffs: Prentice-Hall, 1964. (Only pp. 159-160, 174-181)

Collins, Gary R. Effective Counseling. Carol Stream, Ill.: Creation House, 1972.

Corey, Gerald. Theory and Practice of Counseling and Psychotherapy. Monterey: Brooks/Cole, 1977. (Only pp. 171-183)

Hansen, James C. Counseling Process and Procedures. New York: Macmillan, 1978. (Only pp. 203-209)

McLemore, Clinton W. Clergyman's Psychological Handbook. Grand Rapids: William B. Eerdmans, 1974. (Only pp. 18-45)

Narramore, Clyde M. The Psychology of Counseling. Grand Rapids: Zondervan, 19

Shertzer, Bruce, and Shelley Stone. Fundamentals of Counseling. 2d ed. Atlanta: Houghton Mifflin, 1974. (Only pp. 5-8, 17-20, 278-279)

(Required only for those taking Unit 5)

"Crisis in the Prisons: Not Enough Room for All the Criminals."
U. S. News and World Report. November 28, 1977, pp. 76-79.

Pace, Dale K. A Christian's Guide to Effective Jail and Prison Ministries. Westwood: Revell, 1976, pp. 25-69.

Kandle, George C., and Henry H. Cassler. Ministering to Prisoners and Their Families. Englewood Cliffs: Prentice-Hall, pp. 32-44.

Type 2 Reading

Type 2 reading consists of 300 pages selected by you from the list which follows. In addition to the books listed below, you may also count pages not included in Type 1 reading from the particular books by Adams, Corey, Hansen, and Shertzer and Stone. You will demonstrate your comprehension of Type 2 reading in class activities and on quarterly tests.

Adams, Jay E. The Christian Counselor's Manual. Grand Rapids: Baker Book House, 1973.

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Type 3 Reading

Type 3 reading consists of 200 pages selected by you from among the literature included in the bibliography below, or literature included in Type 2 reading for which you are not receiving Type 2 credit. You are required to submit written report forms and to be prepared to orally discuss what you read for Type 3 credit.

Adams, James L., and Seward Hiltner, eds. Pastoral Care in the Liberal Churches. Nashville: Abingdon, 1970.

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SIGNATURE PAGE

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by MELVIN D. STYONS. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

November 30, 1978

(date)

William A. Robbins

William A. Robbins
MARF Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

12/5/78

(date)

Richard E. Wilson

Richard E. Wilson
Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed. D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

Dec. 11, 1978

(date)

Eugene E. DuBois

Eugene E. DuBois
Central Staff Committee Member